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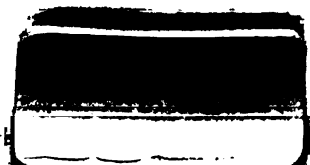
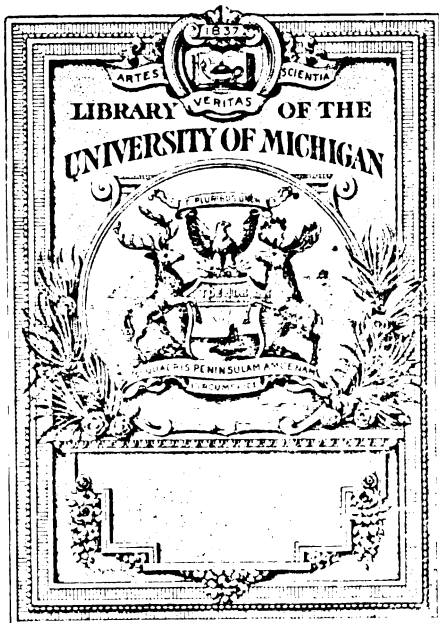
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**CLASSICAL ASSOCIATION  
OF ENGLAND & WALES**



CLASSICAL ASSOCIATION  
= OF ENGLAND & WALES

PROCEEDINGS 1904

WITH RULES AND  
LIST OF MEMBERS

LONDON  
JOHN MURRAY, ALBEMARLE STREET, W.  
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## PREFATORY NOTE

THE Association was constituted at a meeting convened by a circular signed by Principal N. BODINGTON, Leeds; Professor R. S. CONWAY, Manchester; Dr. J. Gow, Westminster; Miss E. PENROSE, Royal Holloway College; Dr. J. P. POSTGATE, Cambridge; Mr. A. SIDGWICK, Oxford; and Professor E. A. SONNENSCHN, Birmingham, and held in the Botanical Theatre of University College, Gower Street, London, at 3 p.m., on Saturday, December 19th, 1903, the Right Hon. Sir R. H. COLLINS (Master of the Rolls) in the chair.

The following resolutions were adopted :—

1. That an Association open to persons of either sex, to be called THE CLASSICAL ASSOCIATION OF ENGLAND AND WALES, be and is hereby constituted.

2. That the objects of the Association be to promote the development, and maintain the well-being, of classical studies, and in particular (a) to impress upon public opinion the claim of such studies to an eminent place in the national scheme of education; (b) to improve the practice of classical teaching by free discussion of its scope and methods; (c) to encourage investigation and call attention to new discoveries; (d) to create opportunities of friendly intercourse and co-operation between all lovers of classical learning in this country.

3. That the Association shall consist of a President, Vice-Presidents, a Council, a Treasurer, one or more Secretaries, and Ordinary Members. The Officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. That, pending a decision in regard to the amount of the subscription, members be admitted on payment of an entrance fee of 5s.

5. That the Right Hon. Sir R. H. COLLINS, Master of the Rolls, be the first President of the Association.

6. That the following be the first Vice-Presidents of the Association: The Right Hon H. H. ASQUITH, M.P., Professor Sir R. C. JEBB, M.P., the Hon. Mr. Justice KENNEDY, Dr. D. B. MONRO (Provost of Oriel), the Hon. Mr. Justice PHILLIMORE, Sir E. MAUNDE THOMPSON, and the Rev. Dr. E. WARRE.

7. That Dr. WALTER LEAF be appointed Honorary Treasurer of the Association.

8. That the President, the Vice-Presidents, and the Honorary Treasurer, together with the following members of the Association (with power to add to their number), form a Council for the purpose of administering the affairs of the Association until its next General Meeting, and of drawing up a constitution to be then submitted to it for consideration: Principal BODINGTON, Professor CONWAY, the Rev. Dr. GOW, Mr. T. RICE HOLMES, Miss PENROSE, Professor POSTGATE, Mr. A. SIDGWICK, Professor SONNENSCHN, Mrs. STRONG, Mr. T. H. WARREN.

[A full report of the above meeting was published in *The Classical Review* of February, 1904, pp. 64-9.]

As Dr. Leaf was unable to serve as Treasurer, the Council appointed Mr. J. W. MACKAIL to act as Treasurer *pro tem*.

The Council appointed Professors POSTGATE and SONNENSCHN Secretaries; and co-opted Professor BUTCHER, Professor R. M. BURROWS, Miss E. GAVIN, Dr. F. G. KENYON, Dr. A. S. MURRAY (subsequently deceased), the Rev. J. A. NAIRN, and Dr. W. H. D. ROUSE as additional members of the Council.

## FIRST GENERAL MEETING, OXFORD, 1904

FRIDAY, MAY 27TH

A CONVERSAZIONE was held from 9 to 11 p.m. in the Public Examination Schools (Schola Borealis), to meet the VICE-CHANCELLOR (Mr. D. B. MONRO, Provost of Oriel College). The MASTER OF THE ROLLS (President of the Association) and the VICE-CHANCELLOR received the guests.

The following exhibits were on view: (1) a selection of Greek papyri discovered at Oxyrhynchus, and published in Parts III. and IV. of the "Oxyrhynchus Papyri," and exhibited by Dr. B. P. Grenfell and Dr. A. S. Hunt; (2) photographs, prints, drawings, restorations of ancient sites, etc., lent by the Visitors of the Ashmolean Museum, and exhibited by Professor P. Gardner, Mr. J. L. Myres, and Miss Lorimer; maps and plans of classical countries and sites, lent by the School of Geography, Dr. Grundy, and others, and exhibited by Mr. A. J. Herbertson.

SATURDAY, MAY 28TH

The first sitting of the Association was held in the Public Examination Schools at 10 a.m., the MASTER OF THE ROLLS (President), in the chair.

The VICE-CHANCELLOR said that before the business began he should like to be allowed to say a few words. In the first place, words of welcome. In the name of the University he should like to be allowed to welcome the Classical Association in Oxford. He was sure that it was a matter of pride and satisfaction to all of them there in Oxford that the first meeting of the Classical Association should be held in that

University, which was, he supposed, one of the oldest seats of learning in Europe—certainly the oldest in England. And he was sure, too, from what he had seen, that the spirit of the Association, and the aims which it had laid before them, were in harmony with those of modern Oxford. One knew, of course, that that had not always been so. He looked back himself to the time when he first was a teacher in that place (which was rather more than forty years ago), and he thought he might venture to say that the Oxford which he recalled to memory was an Oxford in which the institution of a Classical Association would probably not have been a success. He thought they had changed a good deal in that way. In those days there was no want of illustrious scholars—the days of Jowett and Pattison, J. M. Wilson, Henry Smith, Sir Alexander Grant, and Chandler. There were also many other able men, and the system of open fellowships was just then coming into effect; but there was not what he thought they now desired—that continuous and life-long work in the study of the classics which was one of the chief aims of that Association. In those days there was too much of the feeling that a man who had gained his first class in the Schools and his fellowship had attained a standard which it was quite unnecessary, even if desirable, to get beyond. There was a common complaint in those days that the University produced no books; that, as Professor Seeley expressed it, most good books were written in German. And there was much foundation for that statement. There was, no doubt, an excellent preparation in the School of *Literae Humaniores*, as he hoped there was still—a training in logic and in the sense of literary form, which is essential to the scholar; but there was nothing—to take one of those popular phrases that Max Müller used to invent—answering to the “German Workshop” in Oxford, and therefore there were none of those chips flying about, those occasional or subsidiary studies which would naturally find their places in learned periodicals. In fact, at the time there were no such things as learned periodicals in England, no such thing as a

Journal of Philology. He remembered that when Professor Chandler had occasion to publish some observations on passages in Aristotle, with some very excellent emendations, he published a separate small pamphlet, and apologised for such an unusual thing by saying that he would have liked to send such adversaria to a learned periodical, which would naturally be glad to publish them, but that there was no such thing in England. He happened to know, through a German friend who had been a pupil of Spengel, that this paper of Professor Chandler's came into Spengel's hands, who expressed his great admiration for the work, and then he read this preface with the apology that there was no learned periodical in England. "Just think," he said, "in the fatherland of Bentley!" The speaker thought that that want had been filled now, as there were probably quite enough of separate learned periodicals, and one was really glad to see how the work went on; also, there was no lack now of books on a large scale and of great value. He thought that the main ideas of the Association were to maintain classical study as an important instrument of education, and also to carry on the study as a life-long work for those who made it their business in life. Not only was the field of classical study an illimitable one, but it was infinitely fertile, and would bear study and work indefinitely. He could only express the hope that the Association would have the success which its lofty aims deserved.

The MASTER OF THE ROLLS said that it fell to him now, on behalf of the Classical Association, of which he had the honour for the time-being to be President, to say a few words in thanks for the kindly welcome which the Vice-Chancellor had given them. He felt bound to say, after listening to his speech, that the main object of the Association was not to improve the level of scholarship in the University of Oxford. He entirely disclaimed that. It seemed to them that the University of Oxford stood where it should stand—at the summit level of classical attainment

in the country. It was not their aim to raise that level still higher, or to stimulate the love of the classics in the University of Oxford. This Association was founded for, he would say, a more commonplace object. They had many of them realised that, in the multitude of studies which were now open to the rising generation, there was a risk that classics might be extruded from the curriculum of education. He feared that the great supremacy of the classics in earlier days was to some extent responsible for the reaction—for evidently a reaction had taken place—and he thought classics could no longer claim a monopoly of education in the Universities and centres of learning in the country. Still, while they recognised that, they felt that the strong reaction against that monopoly might have gone too far, and they therefore desired to enlist the co-operation of those interested—not only those trained scholars whose daily function it was to push out the boundaries of classical knowledge, and to instruct the rising generation in the study of the classics, but also that larger body of persons who had not been able to make the classics the one and principal study of their lives, but who would never forget the debt they owed to that knowledge of the classics which they acquired in earlier days, and still found in them a refreshment and a delight. It was to that particular class, perhaps, because they were the larger public, to whom they might look for the driving power which the movement required, rather more than to the experts that they appealed for assistance. They could almost say that they *commanded* the co-operation of those whose daily life was and had been spent in the teaching and study of the classics. It was the *outside* public which required to be awakened to the necessity of preventing the classics from being excluded from education, and unless they could awaken them to a sense of the necessity, their object failed. They had not come here to listen to a speech from him. There were interesting papers and addresses to be delivered, and therefore he was not going to stand between them and the hearing of those addresses for more than a few

minutes; but he would not be performing his function there if he did not state what they considered to be the main objects of this Association. He thought the objects were well expressed in the Resolutions which were passed at the first meeting, when the Association was inaugurated. Their motto was "Defence, not Defiance." They were there as strong sympathisers with classical study, but not in any spirit of intolerance or antagonism to other studies. They would be unworthy of their title and their claim to pursue the *Literae Humaniores* if they sought to draw the bounds of knowledge, or to exclude from their interest and sympathy anything which was within the range of human capability. They desired to see the bounds of knowledge pushed out in all directions, but they could not ignore the great part the classics had played in the education of the country in the past. They were not quite certain that there was nothing to be mended in the methods which had been employed in the cultivation of the classics, and it might be that the study had not always been made as attractive as it might have been—that there had been a tendency to use it as a dry and mechanical machinery for instruction, rather than to breathe into it the breath of life. Feeling these things, they desired that the Association should see whether some better means might not be devised—should ascertain whether there might not be some grounds for the cry which had reached them that the classics were not fulfilling their functions of education. All this they desired in a spirit of wide tolerance, and with a complete absence of antagonism. As he had already said, "Defence, not Defiance," was their motto. They were there, as it were, to receive their constitution. The Council had made and framed a constitution for the Society, and after that meeting they hoped to go forth an organised body, and they regarded it as a matter of great congratulation that the Vice-Chancellor should be there in person himself in his official capacity to receive them in this place, hallowed by so many memories, to speed them on their way. They begged to thank him



most sincerely for lending them the weight of his official position, as well as for his personal encouragement and sympathetic address.

Professor G. G. RAMSAY said he was there on behalf of the Classical Association of Scotland, of which he had the honour to be President, to wish every prosperity to the larger English Association. He thought that it might be of some interest, possibly of some use, if he stated shortly what were the objects of their own more humble body. As befitted a practical nation like the Scotch, their aims were practical and educational. They did not aim at contributing directly to research in the higher regions of classical study, nor did they meet for the purpose of hearing or reading literary papers on classical subjects. The country was in the midst of a great national turmoil on the subject of education. New educational demands of various kinds, many of them excellent, were making themselves felt; but much that was excellent was being pushed on one side, and their desire was to make past experience have its due weight in the councils of the country. Their objects were three in number: first, to promote intercourse and discussion among classical teachers of every grade, and among all interested in the maintenance of classical learning; second, to consider and suggest practical proposals for improving the methods of classical teaching, so as to bring them into harmony with the changing conditions of the day; and third, to do all they could to impress upon the public what the conditions are to which all education, if it was to be sound and lasting in its effects, must conform, whether in classics or in any other subject. Modern needs and desires had to be met, but they should be met without a sacrifice of the essential principles on which all sound mental discipline must be founded. The supremacy of the classics in the past had been largely due to the aims and methods pursued by our great classical teachers; those aims and methods could be carried into other branches of study besides the classics, and to lose sight

of or to degrade those aims would be a greater national misfortune than even the disappearance of classics from the curriculum. The cause of sound education was in great danger at the present moment. Crude views of supposed commercial utility were carrying all before them, and the best educational subjects and methods were being swept out of the field, and giving place to facile, shoddy courses which had neither utility nor education in them. All competent observers were deploring the decadence of our education on its literary side, and its gradual abandonment for a kind of scientific education which had no science in it. Sir William Anson, Mr. Bryce, Mr. John Morley, had all given earnest warnings on this subject. Heads of colleges complained of science scholars coming up to the University with minds practically uneducated; and he had himself received that morning a letter from a well-known inspector of schools in the north of England: "I hope you will continue to fight in this good cause. The mischief that South Kensington, with its miserable technical schemes, has done to education in this country is incalculable. It will take us a whole generation to recover from it, even if we are at last able to see the errors of our ways." It was for the Classical Association to expose this unhappy tendency, and to make a stand against it. For the classics themselves, if taught in a broader, robuster way, in a spirit suited to the condition of the times, there might be a greatly extended future in store, and the benefits of a classical education might reach a much larger class than had hitherto enjoyed them in this country. Much contumely had been thrown upon "Pass Greek" in Oxford. He would not say anything about Pass Greek, but he knew a good deal about Pass Latin in Scotland, and he had a great respect for it. Latin in Scotland had been a popular subject for centuries. Boys had had the chance of learning it in almost every parish school. The superior education of the Scotsman had carried him successfully through the world, and that education was founded mainly on two things—a good knowledge of his

Bible, and some knowledge of Latin. At the present moment, he thought, the controversy should not be so much between the ancient and the modern, as between the literary and intellectual subjects and the poor subjects which were being introduced in the name of technical and commercial education. For the literary side of things, modern languages might to a great extent be made a substitute for classics, if they were taught in the same thorough manner. But he refused the name of education altogether to the teaching of the kind of stuff which was being demanded under the name of "Commercial French." The Classical Association should combat these false notions of utility. It need make no exclusive claim on behalf of classical study, but it might set itself to show that even a moderate amount of Latin and Greek affords a valuable mental training, and may be of real practical utility to the average man. Even Latin verse had its utility for the man of affairs. Letters had recently been shown to him in which a land agent, a distinguished surgeon, and a general respectively declared that the nimbleness of mind, the resourcefulness and habit of accurate work, which they acquired in cultivating Latin verse, had proved of great use to them in the practical work of their lives. He had said that in their Scottish Association they did not specially aim at encouraging higher classical research. That was not because they were blind to the value of such studies. They knew that classical studies, like all other studies, must be progressive if they were to keep their hold upon the intelligence of the country. But research was one thing, education was another. It was not necessary for a teacher that he should be learned, but it was necessary that he should be sympathetic, and that he should not be dull; and of all types of useless and ineffectual teachers, that of the learned dullard was probably the most ineffectual, and possibly not the least mischievous.

Mr. J. W. MACKAIL then delivered an address "On the Place of Greek and Latin in Human Life," as follows :

"The name of this Association, and the statement of the objects which it proposes to further, have reference to Greek and Latin as a single object of study, to be pursued by a common method, and with a common or at least an inseparable place both in education and in their bearing upon life. The ancient world, as it is summed up for us in the history and the literature of Greece and Rome, does indeed possess a certain imposing unity. But scientific research emphasises what is sufficiently obvious on a general view, that Greece and Rome represent two civilisations which, though they overlap and intermingle, though enwound and engrafted one on the other, have a different parentage, a distinct essence, and a separate product. Philology tells us that the Italo-Celtic family are but second cousins of the Hellenic. History shows a nearer affinity between the Roman and the Teuton than between the Greek and the Latin. The areas ruled by the thoughts and acts of the two races always fell apart from their forced or fortuitous coalescence. The Greater Greece beyond the Seas was temporary and fugitive, like the New Rome on the extreme Eastern outpost of Europe. Each sank back into its environment, and resumed the colour of the native soil and atmosphere. The Tarentine and Massiliot Republics lapsed into the Latin world, as the Duchy of Athens and the Principality of Achaia dissolved into that nearer-Eastern world out of which they were artificially created. The Exarchate of Ravenna ended its troubled and precarious life in the course of nature, like the Latin Kingdom of Jerusalem. Nor is the difference in the art and literature of the two races less radical. The sculpture and painting, the prose and poetry of Greece remain something apart from those of Europe; while the civic architecture of Rome, like her language, her law, and her machinery of government, became that of the Western world. The influence of Christianity was insufficient to bridge over this deeply-rooted divergence, and the separation of the Eastern and Western Churches was only the formal acceptance of a more profound

alienation. It is not undesirable, when this Association is being inaugurated, to emphasise the difference between the two spheres which classical studies include, and to realise fully that they represent forces in the education and control of life which are complementary, or even opposed, to one another. Under the ambiguous name of the classics we include much to which the name of classical can only be applied in different senses, and by far-stretched analogies. The distinction, no less than the likeness, between the two spheres of classical study is of importance not only towards clear thought, but towards the pressing and practical question of the place which each holds separately and which both hold jointly in education, in culture, in our whole view and handling of human life. It is to this distinction that I would specially invite your attention, without trespassing upon any controversial ground towards which its consideration might lead us.

The classics, as an object of study and an instrument of culture, may in the ordinary usage be defined as all that is known to us through the Greek and Latin languages, or the knowledge of which is intimately connected with and inseparable from a knowledge of Greek and Latin: first and foremost coming the languages themselves, as mediums of the most exquisite delicacy, precision, and finish; then the literature embodied in the languages, as the original record of that history upon which our own history is founded, and the expression of the fundamental thought, the permanent aspiration, and the central emotion of mankind; then the effective surviving product of Greece and Rome in art, politics, religion, and the whole conduct and control of life. But the classics, in this sense, bear to us a still further implied meaning: that of a certain factor or element in our own lives, both individual and national, which depends upon and can only be expressed in terms of that knowledge. The classics are in this sense at once the roots and the soil out of which the modern world has grown, and from which, as a matter of mere scientific or historical fact, and apart from any

theory or preference, it draws life through a thousand fibres. In this organic sense the phrase of the dead languages exactly expresses what is not classical. So far as they are dead, they are not classical. So far as they are classical, they are alive, as part, and that not the least part, of our own life. 'In our life alone does nature live.' On dead letters and arts, as on dead science and dead theology, is pronounced the same inexorable sentence and the same call to a higher activity: *Sine ut mortui sepehant mortuos suos; tu autem vade, et annuncia regnum Dei.*

On a broad survey of the facts we may say that the study of the classics is the study of the great bulk of relevant human history through many ages, over a period of not less than a thousand years, which is the bridge between the prehistoric and the modern world. We cannot make this period begin later than 850 B.C., the date to which modern criticism, reluctantly returning to the ancient tradition, assigns the Homeric poems. We cannot make it end sooner than the shifting of the world's axis by the growth of Christianity and the emergence of Central Europe in the third century after Christ. But round these thousand years extends a penumbra reaching backward and forward for ages at each extreme. Between the two great catastrophes in which the Graeco-Latin world may be said to begin and end, the sack of Knossos and the sack of Constantinople, hardly much less than three thousand years intervene; and of the whole of this prodigious period the Greek and Latin classics in their widest sense are at once the key and the symbol.

In a more restricted and more accurate sense of the term, the classical periods of Greek and Latin civilisation are different, and stand apart. Each is confined within a space of little more than two centuries. The former begins and ends with the rise and fall of self-government in the free States of Greece Proper. The latter is included in the last century of the Roman Republic and the first of the Roman Empire. Between the two lies another period of equal extent,

which is in literature as well as in history of great interest, but which is not that of the classical writers. We learn Greek and Latin in order to obtain access to the whole of the past; but still more, and as regards ordinary study primarily, to acquaint ourselves with these two classical periods, which represent in important respects the culmination of what mankind has done at the height of its trained intelligence as regards both the art of letters and the conduct of life. Arnold, in a well-known passage, states the case with admirable precision. 'First,' he says, 'what a man seeks for his education is to get to know himself and the world. Next, for this knowledge it is before all things necessary that he acquaint himself with the best which has been thought and said in the world. Finally, of this best the classics of Greece and Rome form a very chief portion, and the portion most entirely satisfactory. With these conclusions lodged safe in one's mind, one is safe on the side of the humanities.'

Such then is the scope and object of classical studies, such the place of the classics in a rational and educated human life. But the place of Latin and of Greek in such a life is in two spheres which, though they intersect and interact, are neither concentric nor co-extensive. He who truly knows both holds in his hand the keys of the past, which unlock doors in the house of the present, that *anceps dolus mille viis* far exceeding in intricacy the Cretan labyrinth of the Minoïds, or the maze of chambers and corridors that stretched round and beneath the palace-fortress of Blachernae. But these keys are two, and the doors they open are different.

The place of Rome, of the Latin temper and civilisation, the Latin achievement in the conquest of life, is definite and assured. It represents all the constructive and conservative forces which make life into an organic structure. Law, order, reverence for authority, the whole framework of political and social establishment, are the creation of Latin will and intelligence. Throughout the entire field

of human activity, we are still carrying on the work of Rome on the lines drawn once for all by Latin genius. This Latin genius impressed itself most strongly on their grammar and their literature. And just as Latin grammar is an unequalled instrument for training of the mind in accurate thought, Latin literature is an instrument as unequalled for discipline of the practical reason.

While Rome stands for the constructive and conservative side of life, Greece represents the dissolving influence of analysis and the creative force of pure intelligence. The return to Greece, it has been said, is the return to nature; it has to be made again and again, always with a fresh access of insight, a fresh impulse of vitality. The return to Rome need never be made, because we have never quitted her. Rome we know. Deeper study, longer acquaintance, fresh discoveries, only fill in the details and confirm the outline of forms which, once impressed on the world, became indelible. Greece is in contrast something which we are so far from knowing that we hardly have a name for it. Even if accidental it is highly suggestive, that we can only speak of it by the name of one or another insignificant tribe, outside of the land we think of as Greece and of the culture we call Hellenic. The Hellenic name, to quote the famous words of Isocrates, seems not to stand for a race, but for intelligence itself; for an air of the spirit, that blows when and where it lists. At every point we are presented with its strange intermittence and elusiveness. What is Greek appears in a manner to have existed only to prepare the way for what is Latin, and then to dissatisfy us with that, lest one good custom, perhaps, should corrupt the world. The whirling nebula of commonwealths between the Aegean and the Adriatic took fixed shape merely as a burnt-out satellite of the *orbis Romanus*, the puny and eventless Roman province of Achaia. Greek art wandered lost through the world until Latin hands seized it and transmitted it to the Middle Ages. The Christology of the earlier Greek Church just fixed itself



for a moment at Nicaea in order to hand over a symbol to the West; and the structure of thought built up by the Latin mind from Augustine to Aquinas was the central life of mediaeval Europe, while the Eastern Church lost itself in iridescent mists of super-subtle metaphysic. A history of Latin literature is a possible and actual thing—a thing of defined scope and organic limits; as with the political and social history of Rome, we can only redraw it with a firmer hand and a greater mastery of detail; in their main substance and effect, the *Aeneid* or the *Commentaries* of Caesar are what they have been and have never ceased to be since they were written. The history of Greece and of Greek letters has to be perpetually rewritten; in both we seem to be dealing with something that is less a substance than an atmosphere or an energy—something elusive, penetrating, fugitive. In the sculpture of Phidias and his predecessors there is a subtlety of modelling which actually defies the pencil of the most accomplished draughtsman to follow; the delicacy of outline and fluidity of plane is like that of life itself. So with the Greek classics; they never yield their final secret. Our picture of the Homeric Age—by which I mean the age that produced the Homeric poems as we know them—is in constant flux; it is like a land seen intermittently through dropping and lifting mists. Modern scholars are revolutionising the whole aspect and meaning of the Athenian drama. The work of Mr. Gilbert Murray on Euripides, and of M. Victor Bérard on the *Odyssey*, to quote only two instances, is of a really creative value in reconstituting or revivifying two aspects of Greek life. We still need some one to light up for us ‘Hellas and Mid-Argos,’ to give us a living insight into that brilliant period between the Median and Peloponnesian Wars when life reached a sustained height and tension to which history presents no parallel, and which yet is so insubstantial and impalpable. We cannot fix that central time, any more than we can fix a central place, of Greek national life. Where are we to look for the focus of that incalculable curve? In

Elis or at Delphi? in the unvalled Eurotas valley, or where Athena lodged in the fenced house of Erechtheus? And where are we to seek the central moment of Hellenic culture, among those strange people, half children and half savages, yet so accomplished and so worldly, among whom were born beauty, truth, freedom, and vulgarity; on whom the mature mind of the Roman looked, as Egypt and Persia had done before him, with a mixture of fascinated contempt and admiring awe?

While Rome has laid down for us a realised standard of human conduct, Greece rears aloft, wavering and glittering before us, an unrealisable ideal of superhuman intelligence. It appears and disappears and reappears, always with the same extraordinary power of deflecting, dissolving, recreating the life that it touches. For a thousand years the Western world had to do without Greek—and it did very well; but there was something missing. Since then there have been three great movements of return to Greece—the later Renaissance, the rediscovery of Greece a hundred years ago, and now the fresh impulse that makes us face the problem again with our test-tubes and magnesium-flares, our armament of archaeology and history. In each of these cases the Greek influence has acted as a disturber and a quickener: ‘The men that have turned the world upside down are come hither also.’ It comes as something kindred to, yet transcending, our own habit of thought and mode of life, midway between our own Western inheritance and that of the alien blood and mind of the East. The Indo-Chinese world stands now, as it has always stood, aloof and apart from our own. To earlier races in the valleys of the Nile and the Euphrates we owe the beginnings of science, art, and thought. From the Semitic stocks of the Syrian and Arabian plateaus we draw our religious beliefs, our chivalry, and our romance. The empires of Iran and Nippon have given birth to arts and civilisations, if not to literatures, of a high order of importance. But all these are foreign to us. Greece is foreign also; yet some strain of that remote blood mingles

in our own. Using the Latin eye and hand and brain, we find in the Greek eye and hand and brain an insoluble enigma and a perpetual stimulus. Hundreds of years hence the same process of return to Greece may still be going on, amid a society still based upon the foundations and carrying on the work of Rome.

In the essay from which I have already quoted, Arnold observes that in the Athens of the fourth century A.C. we see a society dying of the triumph of the Liberal party, and in the age of the Antonines, a society dying of the triumph of the Conservative party. Notwithstanding the obvious criticism that Athens was ruined by Imperialist expansion, and that the decay of Rome is almost coincident with the era of peace, retrenchment, and reform inaugurated by the Good Emperors, the observation is interesting and suggestive. By which death is the study of the classics now menaced?

The foundation of this Association is partly due to the general modern movement towards better organisation, more scientific methods, increased regard to efficiency. It is partly due also to an uneasiness which in some minds approaches terror. The classics appear before the world, not, as once, candidate and crowned, but in a garb and attitude of humility, almost of supplication. Scholars rally to the defence of a besieged fortress. Many of the phrases of half a century ago have become inverted. As the Middle Ages produced the Renaissance, as the Reformation produced the great Catholic revival, three hundred years of education based on Greek and Latin have produced the anti-classical reaction we see now. The supercilious attitude only too familiar among scholars of an earlier generation has been abandoned. It is not necessary to rush to the other extreme, and weaken our case by appeals to prejudice or to pity. No good will be done by calling names, or by ignoring facts. It is not thus that hostility is disarmed or that converts are made. In the first place, let us clear our minds of cant. Greek and Latin are not, as was once claimed for them, objects of study and means of education possessed of some

mystical or sacramental value. That does not make them less educative as a study, less potent as an influence, but more. Nor need we aggravate the controversy, already sufficiently heated, as to the necessity of Greek and Latin at certain stages and in certain places of education, by involving it in an atmosphere of controversial theology. Into this matter I dare not enter further. The President of Magdalen, with tears in his voice, implored me not to utter even in a whisper a certain phrase which at present distracts this University; and in any case I should not have been much inclined to pursue what seems to me a curiously confused issue. A controversy as to compulsory bread as an article of diet might conceivably be carried on with equal heat and pertinacity, were the supply of bread, and let us say of potatoes, in the hands of two bodies of highly educated persons representing enormous interests, and if the question were further complicated by one section of the disputants insisting that bread was not beef, while potatoes were, and another, that what was true of bread must be true of wine also.

Again, it may be stated with some emphasis that much in Greek and Latin literature is of no particular value, and its study has no appreciable claim on our regard. The brutal dexterity of later Greek art, the laboured pedantry of the Latin decadence, are objects merely for the scientific study of specialists. Even in the classical periods there is much of secondary value, much which is dead language. From this point of view Gregory the First and Amr ibn el-Asi, if they were really responsible for the destruction of the Palatine and Alexandrian libraries, might be reckoned as unconscious benefactors of classical studies, and as having indeed inherited the practical sagacity of Roman administrators and the uncompromising logic of Greek thinkers.

Lord Cromer, who would I hope pardon me for quoting him as one in whom the Greek lucidity of intelligence is combined with the Roman faculty of constructive administration, once told me that he asked a lady at Cairo what she thought of the Pyramids; to which she replied, that she

never saw anything half so silly in her life. 'And I am rather inclined to agree,' he added, 'in this scathing but original criticism.' The contrast between this modern attitude and Buonaparte's famous words to his troops on the morning of the 3rd Thermidor of the year Six puts very pointedly one side of the contrast between the old and the new feeling towards the classics. It may be supplemented by a more commonplace instance from my own experience. I lately had occasion to confer with a representative of the London Chamber of Commerce regarding certain examinations conducted by that body. He spoke of the difficulties arising from the conservatism of school authorities; and instanced the head master of one particular school, not in any spirit of contempt, but rather in sorrow, as 'a man who had no soul for anything above Latin and Greek.' The phrase is noteworthy; for a real enthusiasm, not unlike in its nature to the old enthusiasm for the classics, has arisen round what are called practical studies. Those which specially kindled his were office work, typewriting, and certain arithmetical processes called tots—the last of which would very possibly have met with the approval of Plato. But if it were the case that the soul had gone out of Greek and Latin, they would be, what their opponents call them, dead languages. Or may the soul have gone out of their teachers? Have they lost the faculty of making the classics alive, to themselves and to those they teach? For it profits little that the thing taught is alive, if the person who teaches it is dead. To keep Greek and Latin from being in effect dead languages, to keep classical culture a vital influence, is the most important of the objects which this Association has to promote.

The late Lord Bowen, in the preface to his brilliant translation of Virgil, pointed out by a single satiric touch one of the great weaknesses of professional scholars. They remind one, he said, in their jealousy for the interests of these studies, in which they seem to claim a kind of proprietary right, of a timid elderly traveller fussing over his

luggage at a crowded railway station. A life spent among the masterpieces of ancient thought and art is in fact misspent if it fails to communicate to the student something of their large spirit. If it sometimes results in something strangely small and petty, that is the fault of the method and not of the subject of their study. The fine vindication of these minute researches in *A Grammarian's Funeral* is too well known to quote; but the specialists are not always inspired by so high an ideal. The arguments for the value in education of science and of modern languages are equally applicable to the classics if studied by proper methods and in a proper spirit, only that they apply in a higher sense. But the objections which may be urged against science or modern languages as preponderating elements of education are no less applicable to Greek and Latin as they are often taught and studied. Two-thirds of the study of the classics is vitiated by that very narrowness of outlook and over-specialisation of research which is the defect of science as an educational instrument.

But in spite of all that is said about the decay of the classics as a main factor in education, there has never been a time within memory when they were as widely and as seriously studied as they are now; and never a time in which they have given promise of being a larger influence. The outlook upon life of the Homeric rhapsodes and the Attic dramatists, the art of Agelaidas and Phidias, the thought of Plato and Aristotle, are actual living forces of immense moment; and in a like measure, though in a different way, this is true of Cicero and Lucretius, of Horace and Virgil. If they suffer temporary eclipses of fashion, we may await the revolution of the wheel with confidence. Should they cease for a time—which I do not think will be the case—to be an important factor of education, time will reinstate them. Signs of a reaction in their favour are already visible. The State is beginning at last to take the problem of higher education seriously in hand. In any scheme aided and supervised by the State, linguistic and literary training

will henceforth have its part, will neither be ignored nor squeezed out. And if this is so, the classical languages, each in its own sphere and to its own degree, must, simply by the force of their own unrivalled qualities towards imparting such training, assert their place. After trying many substitutes, we shall have to fall back on the fact that in Greek and Latin we possess languages unequalled for organic structure and exquisite precision, and literatures which, because they reached perfection, cannot become obsolete. We may get rid of cant without losing reverence. The classics include certain specific things which are unique in the world, and without which human culture is and always must be incomplete. These are the final objects of the whole study which leads up to them. Meanwhile, there is much to be done in quickening the spirit and renewing the methods of classical teaching, in lifting from off it a dead weight of indolent tradition and class prejudice. If this is effected under the pressure of criticism from without, and of an awakened conscience within, the anti-classical movement may turn out to have been a scarcely disguised blessing to the cause of the classics.

I have ventured to place before the Association these general considerations with regard to the place of Greek and Latin in human life as a prelude to the more severely technical discussions which will be its main occupation. Here, in one of the ancient centres of humanism, where the ghosts of Dante and Erasmus move among more familiar shades, some such inaugural tribute to the humanities may not be thought unfitting before we set seriously to the work we propose to undertake :

As men in the old times, before the harps began, poured out wine for the high invisible ones."

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Admiral Sir CYPRIAN BRIDGE said that they would probably expect, and would certainly have a right to demand, some explanation of his appearance there on that occasion. His

object in coming was to ask that the subjects which the Classical Association had been instituted to advance might be looked at from a point of view from which it had seldom been regarded. He made no pretence whatever of being a classical scholar. He did not for one moment presume to pose as an authority on the systems of classical instruction. As far as the subjects under consideration were concerned, he was well aware of his own insignificance—so well aware that, if he did not remember that some very important results have been effected by the action, or at least with the help of very insignificant agents, he should not have ventured to “shove his oar in.” They knew that a couple of lance-corporals undertook to transfer the Roman Empire, and they did transfer it; and they also knew that when the king of beasts was caught in the hunter’s net, the obliging rodent who enabled him to free himself was the most insignificant of quadrupeds. So he thought that perhaps he might help to forward the cause which the members of the Association had at heart by requesting consideration from a point of view which might be rare. As he had served for fifty-one years in the Navy, they would forgive him if he said that he was inclined to think the Navy the beginning and end of all things; but he occasionally found time to look at reports of the discussion of educational methods alluded to by Professor Ramsay, carried on in the English newspapers. It seemed to him that the opponents of classical education based their opposition upon a belief in the absence of all practical value in classical education. Now, in the restricted sphere in which alone he was competent to move, he would ask to be allowed to join issue with them on this point from his own personal experience. Not long after he went to sea, this country became involved in war. Part of the duty of his ship was in enforcing a blockade of the enemy’s coasts, and only certain neutral vessels were exempt from interference. One day they approached a neutral vessel. The master of the vessel asserted that he was entitled to exemption. They did not believe him, as they wanted prize-money very badly.



However, his captain thought the matter required his personal investigation. He went on board the vessel, and took with him a young officer. Into this young officer's hands were placed the vessel's papers. He found amongst them a document in Latin. Having had the advantage of a classical education, he was able to translate this document, and he completely confirmed the statement of the master of the ship as to his claim to exemption. This was of immense practical value. In the first place, the owners of the ship and the consignees of the cargo were spared the losses which they would have suffered if the vessel had been excluded from exemption, and it probably saved the country from the consequences of grave international complications. The three modern languages which were most useful to naval officers were French, Spanish, and Italian. German was no use to them at all. Having spent a great deal of time in learning it, he thought he could speak with some authority. Those people who had not had a classical education might not be aware of the close similarity of the vocabulary of the three languages first-mentioned to Latin; and so, again drawing on his own experience, he would point out that a fair grounding in Latin greatly facilitated the attainment of any one of those languages—a matter of practical value. As had been distinctly stated in the addresses and in the programme of the Association, its object was not solely that of dealing with the vocabulary and the grammar of the Latin and Greek languages. It meant a great deal more: it meant diffusing a knowledge of the institutions, the policy, and the naval and military campaigns (as part of their history) of the ancient nations. These historical campaigns were of the greatest value to naval officers who studied the higher parts of their profession. What they wanted in the Navy was not only devoted and loyal subjects, but logically thinking men, and he ventured to maintain that the classics carried with them instruction which acts as forcibly on the intellectual faculties as any work that he knew of in science. He knew that a good many people (certainly in his own service) were

opposed to the continuation of classical instruction, because they thought that it was not up to date. It was very curious how many people were influenced by what they thought was not up to date. A few weeks ago he was in the United States—a fairly up to date country—and he would undertake to say that more attention had been paid to classical education in the United States, more classical works had been of late edited there, than in the previous twenty-five years. He hoped that the work of the Association would prosper; he hoped it would, from the point of view from which he had addressed that audience. He hoped that it would succeed in convincing the people of this country that the extinction of classical education would be the gravest loss, and that even its considerable restriction would reduce them to reliance upon a sorely mediocre and deplorably imperfect system.

THE PRESIDENT OF MAGDALEN (MR. T. H. WARREN) said that he rose merely with a view to giving a small explanation. His name had been alluded to by his friend, Mr. Mackail, who had told them that with "tears in his voice" he had besought him not to introduce into the discussion the celebrated phrase "Compulsory Greek." Well, if the tears were in his voice at that moment, he thought they were rhetorical tears, partly simulated. They were due to the instigation, and perhaps he might say the urgency, of some persons less confident than himself. No doubt he did feel it to be very important that it should be understood that the joining of the Classical Association did not commit any one who joined to any particular views as to the retention or abolition of what was called by that not very attractive name, "Compulsory Greek"; but if he had consulted his own opinion, he was sure he should have felt what he did feel, what he felt then more strongly than ever, and what he thought he would never cease to feel—a confidence that his old and true and gifted friend, Mr. Mackail, might be trusted to handle even "Compulsory Greek," or any other topic, with such brilliance and such grace as to disarm criticism,

and, he was afraid, to destroy discussion. They would go away having an echo of his charming and delightful remarks in their ears, and they would always look back to his address as their inauguration, and as containing the ennobling spirit and example which the Classical Association would desire to carry on with it in the years of strenuous and, it might be, combative activity to which it looked forward.

The PRESIDENT then called upon Professor SONNENSCHNIDT to read the minutes of the meeting of December 19th, 1903. The minutes were read and agreed to.

The HON. TREASURER (Mr. J. W. MACKAIL) gave an interim report upon the financial position of the Association. He said that they would of course understand that he was not at present in a position to submit a balance sheet, and he would simply restrict himself to giving the facts, and stating in a rather rough way what he considered to be their general financial position. Six hundred and fifty-five members had joined the Association and paid the entrance fee; there were about one hundred other persons whose names were handed in originally or had been given since, but who had not yet formally become members by paying their subscriptions—in a few cases from obvious causes. In one case, for example, a permanent absence in South Africa; in two or three, notices of withdrawal. The majority were, no doubt, mere ordinary cases of delay or forgetfulness in paying the money, and it might be safely assumed that, when these arrears had been made up, the membership of the Association would stand at about 750. As regards finance, the 655 entrance fees already paid amounted to £163 15s.; various other sums had been received in the way of donations and subscriptions in advance, and also a few compounded subscriptions entitling a life-membership in accordance with one of the rules. These minor receipts amounted in all to about £15, making the total receipts up to date £178 17s. It must, of course,

be remembered that compounded subscriptions represented capital, and not annual income. Then the expenditure had been as follows :

	£	s.	d.
Expense of meeting of December 19th, when the			
Association was founded ... ..	8	0	0
Further current expenses before the appointment			
of a Treasurer in following January ... ..	2	0	0
Council Meetings ... ..	8	8	6
Secretarial Assistance ... ..	15	6	6
Printing, Stationery, and Postage... ..	23	6	0

or £52 1s. in all, leaving a balance at that date of £126 16s. This balance was chargeable with certain further expenses incurred, the chief of which, besides some outstanding accounts for printing, were the expenses of that meeting, which he was glad to be able to inform the Association would not be very heavy. Great credit was due to the Oxford Committee, and more especially to their most able and indefatigable secretary, Mr. Cookson, for the way in which they had organised the meeting, and the sum spent on it was, he thought, amply justified by the results produced. Besides this further expense which had been actually incurred, he estimated roughly that £10 more for miscellaneous items would be required before the balance sheet for the year could be made up. The sum thus left available for other purposes could not then be estimated very accurately, but it did not exceed £100. How far it should be devoted towards printing and publication was one of the questions which the Association would have to decide itself. He could only put them in possession of the fact that it did not then exceed £100, but might be increased by the accession of members which was still going on, and which it was hoped after this meeting would be accelerated, and also by further generous aid in the way of donations from the members or from other persons interested in the work of the Association. This was the substance of the financial

report which he had to make. He would be glad to answer any question upon it so far as he could.

The PRESIDENT OF MAGDALEN said he had the pleasure to undertake what was a very important piece of business, but what was strictly a piece of business—to ask them to adopt the Constitution and Rules which had been drawn up for the Association. He would call particular attention to Rule 8, relating to the election of officers, because it would be necessary to adopt a provisional motion to carry them on for the present ; and to Rule 19, which said : “ Alterations in the Rules of the Association shall be made by vote at a general meeting, upon notice given by a secretary to each member at least a fortnight before the date of such meeting.” They were just coming into being, and had not been able to do everything quite regularly and in order. But the Rules had been most carefully considered, and he would ask that, if they were willing to accept them as a satisfactory set of Rules for starting, they should not now take up a great deal of time by moving small amendments. The great thing was to get under weigh. He had a letter which the Chairman had just put into his hands, which called attention to something which it was possible they might think well to amend then—a letter from Mr. R. T. ELLIOTT, of Oxford, in which he wrote that he much regretted being unexpectedly prevented from attending the meeting that morning. Mr. Elliott had intended to move the omission of Rule 18, giving power to the Council to remove by vote any member’s name from the list of the Association. As the quorum of the Council was to be five, that would mean that three members of the Council would have the power of seven hundred members. He was also not at all sure about Rule 15, that “ ordinary members shall be elected by the Council.” The President said that Mr. Elliott had certainly called attention to a serious point ; but still, they knew how these things worked, and it was for them to say whether any Council would agree to abuse the terrible power which was placed in their

hands; and if they would like to see that rule omitted or amended, it was for them to say so.

CANON LYTTELTON said he had much pleasure in seconding the resolution. The Rules seemed to him to be inspired not only by common sense, but to be expressed with that lucidity and brevity which nothing but a classical education could secure.

MR. J. ARMINE WILLIS moved to insert in Rule 7 the words "to be selected at the previous general meeting."

The motion was seconded by Professor BUTCHER, and carried.

The Rev. Dr. J. S. DAWES said that he had noticed the points which had been alluded to by the President of Magdalen. Rule 15 seemed unnecessary; and Rule 18, he would propose, should also be omitted.

These proposals were not seconded.

The Rules, as thus amended and as printed in the Appendix to these Proceedings (pages 61, 62) were then agreed to.

THE WARDEN OF WADHAM (MR. WRIGHT HENDERSON) moved that "the existing officers and Council, together with Professor Percy Gardner, be re-elected, and be deemed to have been elected in accordance with Clauses 8 and 11, as from an annual meeting held in January, 1904." He said the proposal commended itself. It was to save trouble in re-election, and to continue, for the benefit of the Association, the services of the existing officers and Council.

The motion was seconded by the Rev. T. L. PAPILLON, and carried.

The PRESIDENT proposed, and Professor SONNENSCHN seconded, that the name of Sir Robert Finlay, Attorney-General, be added to the list of Vice-Presidents.

The motion was carried.

The PRESIDENT OF MAGDALEN moved "That the Association authorise the Council to make a reasonable allowance towards the travelling expenses incurred by its members in attending meetings of Council." He said that it was a principle recognised and adopted in a great many spheres, that if a person gave valuable time to the work of a governing body, or if he was engaged, as some of them were, in educational work, that a reasonable allowance for his expenses should be made. That he should not only have to give his time, which was valuable, but that he should also have to pay for his travelling expenses did not seem right in principle. The Treasurer would be able to make a statement as to how the Society's funds would bear it. There had been a great deal of discussion as to what a reasonable allowance would be. Third-class fare one way had been suggested. He thought himself that if an allowance were made, third-class fare both ways should be allowed.

Miss GAVIN said that, as a London member of the Council, she had pleasure in seconding the motion. She could bear witness that remoteness had never prevented members from coming to London for meetings of the Council. It followed, therefore, that though the majority of the Association expressed their affection for the classics by a payment of five shillings a year, a small number of members had thus spent a good many pounds. If the funds would allow it, they should lessen this disparity.

Mr. MACKAIL said that, on the hypothesis that the allowance would be third-class railway fare to and from the place of meeting, and that the number of meetings of the Council and the attendance at them would be similar to what they had been, the maximum expense might be calculated at a sum probably not exceeding £30.

The motion was carried.

Professor POSTGATE moved "That the Council be requested to nominate a committee for the purpose of considering the spelling and printing of Latin texts for school and college

use, and that it be an instruction to this committee to confer with the Association of Assistant Masters on the subject." He said that the second part of the motion indicated the source from which it had come to them. They were asked by the Incorporated Association of Assistant Masters in Secondary Schools early in March to take up the question, and three resolutions [which he read] were communicated to the Council. Some years ago the matter of standard orthography in Latin texts was dealt with in America, and in consequence, the researches then made as to the approved practice of spelling would be available for the inquiry that would have to be conducted by the committee. They knew that Latin orthography was a very troublesome business, and that a great deal of the time of teachers at the University was taken up with correcting mis-spellings. The resolution was a little more general in character than had been originally suggested by the important Association which had asked them to move in the matter.

Mr. WINBOLT said that the matter had been before the Assistant Masters' Association. They soon made up their minds that it was altogether a desirable thing to have uniform orthography, and also that it was quite possible to draw up a practical scheme; but they found considerable difficulty when they attempted to formulate some way of getting a scheme accepted by the chief authorities in the country. It was just at this moment, happily enough, that the Classical Association came into existence. They at once drew up the resolutions which Professor Postgate had read, the two chief being that a greater uniformity of spelling was desirable in Latin school-books and papers, and that the Classical Association be asked to secure such uniformity. They had something to go upon already. There was Brambach's little book as a groundwork. The Clarendon Press had drawn up a series of rules, and Messrs. Blackie & Co. were doing the same thing. The advantages of a uniform spelling hardly needed discussing at all. As things went, there might be a difference between one boy's text and that of the boy who was helping him to



construe, or between text and dictionary. No doubt these were not difficulties of the greatest magnitude; but they seriously discouraged progress in the first stages of learning Latin, and it was most essential that they should set their classical house in order in such matters. It was surprising to find that in a hundred lines of the Aeneid five representative school-books gave twenty-three differences in spelling. What was wanted was a small committee of good men to draw up a few rules of general application. A list of the most important exceptional spellings might be printed on a leaflet with these few general rules, which should be circulated among the chief classical teachers and publishers. With this leaflet should go a request to consider the advantages of coming to an agreement on this important point. He begged to second the resolution.

Professor R. S. CONWAY said he ventured to speak for a moment, because he might be one of the guilty parties who had helped to introduce some of the discrepancies to which Mr. Winbolt had alluded. Spelling constituted a real difficulty. It was like sand in the eyes of beginners in Latin. In other branches of work he had had experience of useful co-operation between the teachers in different Universities and in different schools, and he hoped this would not be the last committee formed by the Association for a practical purpose. They would no doubt face the terrible question of pronunciation later on, but spelling was a good thing to deal with first; and he hoped that the committee would guide them rightly in this universal difficulty, which during the last two years had shown a magnitude that probably would be quite surprising to any members of the Association who should have reason to look into it.

The motion was carried.

Professor BUTCHER moved that the next general meeting be held in London early in January, 1905. He said there was no time of the year which was not considerably inconvenient, and the Council had found that three months were

less inconvenient than any others—the months of January, September, and July. There had been a *plebiscite* of the Association, and its choice had gone in favour of January.

The Rev. R. D. SWALLOW (Chigwell School) protested against the resolution. In doing this he drew a picture of the way in which head masters would most probably spend their next Christmas holidays. They would first of all meet before Christmas under the presidency of Canon Lyttelton at the Head Masters' Conference. Soon after Christmas there would be a meeting of the Association of Head Masters; then there would be a meeting of the Teachers' Guild (which he believed was still vigorous), and other meetings of societies, which always took advantage of the vacation. Personally he felt, from his own experience, which was not new, that they would do great injustice to these Associations if they met in January, and that the jaded brains of the head masters would be quite enough strained without another meeting. He moved that the matter be referred back to the Council for further consideration.

The Rev. Dr. FRY (Berkhampstead School) seconded the amendment.

Professor POSTGATE said he would give the details of the voting.

	FOR.	AGAINST.
January . . .	179 votes.	87 votes.
September . . .	101 „	59 „
July . . .	111 „	122 „

*Second preferences*, January 112, September 161. *Fifty* voters expressed no preference; and but *ten* voters in all availed themselves of the opportunity of expressing a preference for some time not specified. These figures proved that the Council had no alternative but to submit the month that had shown itself the most suitable. A meeting in January might be very inconvenient for head masters, but, on the other hand, a meeting in full term (especially if a large one) would be very inconvenient for the Universities.

It was with great difficulty that people could leave the Universities in term time if they were engaged in teaching work. This, he thought, was shown sufficiently on the present occasion by the very small attendance of Cambridge men, who should have been attracted to the sister University in such a cause.

Miss GADESSEN (Blackheath High School) said that, considering the numerous meetings and conferences in January, it was really cruel for them to suggest another. Only three months had been mentioned—January, July, and September. She would like to add her hope to Mr. Swallow's, that some other month would be found.

Mr. WINBOLT said that January was inconvenient, and May almost impossible. The only alternative seemed near the beginning of September.

Mr. R. L. LEIGHTON (Bristol Grammar School) said that somewhere about the first half of September was really the best time for them—certainly for a great many head masters and head mistresses, who were very reluctant to leave their school during term time. It was a great pity that the Easter vacation was not available because of the different times at which it would fall.

Mr. RICE HOLMES said that there was no month in the year which would not be objectionable to some members of the Association; that the members had already been invited to decide which month was the most convenient or the least inconvenient to them for holding the general meeting, they had decided in favour of January, and that there was therefore nothing to be gained by reopening the question.

Mr. T. C. SNOW thought it would be simplest to hold the meetings in different months in different years and consult everybody's convenience in turn.

The PRESIDENT OF MAGDALEN said he hoped that the Association would agree to hold the next meeting in January, when it could take into consideration other months for future meetings.

The motion was carried.

The PRESIDENT OF MAGDALEN announced that at 4.30 the chair would be taken by Professor BUTCHER, as the Master of the Rolls had an engagement which prevented his attending.

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#### AFTERNOON MEETING

The Association met again at 4.30, Professor BUTCHER in the chair, when Mr. J. W. HEADLAM read a paper on "The Reform of Classical Teaching in Schools."

Mr. HEADLAM said he wished that the subject had been introduced by some one who had a more intimate acquaintance than he had been able to acquire with the teaching of classics in the great public schools, because his own experience was, he regretted to say, in schools where the subjects they were accustomed to call classics scarcely existed at all. But he should occupy himself solely in laying before them a problem which was undoubtedly a very serious one, and which had been already suggested that morning. While he was listening to Mr. Mackail's address he could not prevent his mind going back to a far different scene, and to associations very different from those which had then been called up—the scene of the fourth form of a grammar school, where unwilling boys were being driven by a sleepy and worn and weary teacher, and he could not help wondering whether all the labour which they had to go through really did succeed in bringing them to the end which Mr. Mackail had so eloquently placed before them. From what he had observed himself, and from what he had heard from others who had had better opportunities of observing than himself, he thought that they could hardly doubt that there was something sometimes wanting in the means by which boys were helped forward to that knowledge of the classics which they all wished them to acquire. They had from time to time the opportunity of reading, in the pages of *The Classical Review* and other great periodicals, the views of men, some

eminent and some not eminent, who told them that they had spent many years at this and that school, and had devoted nearly the whole of their time to classics, and ended by knowing almost as little about them as they knew when they began. That observation had been, to a certain extent, confirmed by those who had most opportunity of judging of the work that was done in schools—those members of the Universities who examine boys when they leave school. Now, he would just like to say one word. Schoolmasters very often complained that their work was criticised by those who did not take part in teaching. The complaint was often extremely just, but it was inevitable that that should be the case, because, according to their present system in schools, no master knew what is done in other schools besides his own. When the work was criticised, many of the masters thought they were criticised unfairly, they being the men who bore the heat and labour of the day. But one could only judge by results. One had not, in the case of the great public schools, the opportunity of seeing the methods. Now, before entering into discussion, there were one or two points that he would like to eliminate from it. He was reading a few days ago a very interesting article by Professor Postgate about the teaching of Latin in schools. He there pointed out that enormous numbers of boys come up to the examinations of the London University knowing very little Latin. A large number of them were absolutely ignorant. This showed that there was something wanting in the teaching which those boys had had. That, however, had nothing whatever to do with what they had then under discussion, because those boys had not been educated in classical schools. A very large number of them had been educated by correspondence, and therefore he maintained, when it was stated that the work as tested by the London University was not satisfactory, that this was a matter to be discussed when they were dealing with the organisation of secondary education, and not when they were discussing the teaching of classics in schools. It would be more helpful to

them if they centred their attention on the work in the great classical schools of the boys who continued their work until the age of eighteen or nineteen, who had had a thorough classical training, the boys who had learned not only Latin, but also Greek. There was another matter that he wished to suggest : they ought to put before themselves what it was they actually claimed for classics as a subject of education. People talked a great deal of there being a struggle between classics and science. He believed that there was, that there had been, and that there would be a struggle, but it was not likely to be of any great importance to them. That was a matter which, as far as he could foresee, would easily and quickly right itself. Every one was agreed that all boys and girls should have part of their education on what you may call the humanistic side, and that they should have part of their education in those subjects which are summed up under the head of mathematics and science. He thought it also clear that a considerable number of boys must make mathematics and science the staple part of their education, and must devote a larger part of their attention to it—and for these, humanistic subjects must take the second place ; but it was equally clear that a large number in the higher schools, where education continues longest, would always make the humanistic side most important. The real question was not whether the education was to be science or classics, but whether the humanistic education was to be altogether in the form of classics or in the form of modern languages, of English, and of those miscellaneous subjects which were grouped together under the term of modern education. Let them just consider for a moment what was the object which they put before themselves when they wished to educate pupils in humanistic studies ; that would at once lead them to the great crux. The great weakness of the classical system, the characteristic of all modern work in classics, was the predominance of the tendency towards perfection of style, analysis of language, grammar, and stylistic criticism. But, after all, in a humanistic training

it was not only the use of language, the use of words, the analysis of sentences to which they wished to draw the attention of the pupils. It was not only words; it was ideas—it was the grouping of thoughts and facts in a great work of art. To him it was this part of the classical education which was deficient; and it was this deficiency that caused the weariness with which a large number of pupils regarded their classical training. Suppose one was approaching a great work of literature. One might do this in many ways. If it was in a classical language, their first object would be to translate it, and they would take each sentence, and each paragraph, so as to be able to translate it all. A large number of boys at school never went beyond that. A boy who had attained the very highest honours had told him that when he used to read his classics he never thought what the books meant. He would turn the pages over with great rapidity in order to see if any of the passages were likely to be useful to him at the examination. The contents of the book were as nothing to him. In his own experience he had observed a very considerable number of cases where a boy had read, say, a certain history in the original. On referring the boy to this or that passage he had found him absolutely ignorant of its contents, his attention having been directed by his masters only to those grammatical points essential for the examination for which he was preparing himself. This education gave no training in the reading of books, but this was a kind of training that boys of eighteen or nineteen were quite capable of profiting by; yet they frequently left school quite without knowing how to read a book. Assuming the picture he had painted was not untrue or exaggerated, he would go on to suggest the causes and remedy of the evil.

Now, in regard to causes, he thought the first problem they came to was the problem of grammar. When he suggested for discussion the "Reform of Classical Teaching in Schools," he did not mean to imply that any thorough and complete fundamental change was required in the whole

manner of classical instruction such as they were giving to other subjects of instruction. Take the case of modern languages, for instance. There they knew the teachers were not able to continue on the lines of what had been done in the past, but all the modern language teachers were agreed in beginning absolutely again. In science it was the same thing. No science teacher would now suggest teaching science in the same way as it was taught thirty years ago, when it was going to monopolise the whole teaching of England. A great revolution had been effected. A sudden and complete change of that kind was not required in classics, and it would be a matter of profound regret if the traditions of three hundred years were to be lost. There had always been going on a gradual change in which the methods were slowly being altered. Take the case of grammar. Fifty years ago, when a boy began his Latin he learnt the whole of the Latin grammar in Latin from beginning to end. He himself learnt it in English, but he did not think he understood it much more than the boy who learnt it in Latin. That system was dying, but it was not dead ; many boys still underwent it in a modified form. He still heard of boys having so many paragraphs of the syntax to say by heart before they read any Latin book in which those rules were applied, before they had any real knowledge of the vocabulary. It was, however, now open to any one who wished to teach in a better manner to procure any number of new text-books on which he could base his teaching. When a boy approached the Greek grammar at school he had put before him the declensions. The unfortunate boy had to learn the whole of the three declensions, and was it surprising that at the end he never really knew the grammar which he approached in that way ? Take the case of the verb, and the way in which it was still taught in public schools. When a boy encountered the Greek verb, he found it the most difficult thing he had to learn in his life. He probably did not know what a "tense" was ; he did not know what a "mood" was ; he did not know what a "voice" was,—but he had to



learn the whole of the forms of the verb by heart. He believed that that would not be found in any of the schools or schoolrooms of those who were there, but he did not think it would be right to deal with the subject of classical education in schools unless they were, to some extent, to place on record their reprobation of that system. Since the new books had been introduced it was no longer necessary that that system should exist. It was dying, but it was not yet dead.

Suppose they took a little step further. Many a boy never succeeded in learning the elementary parts of the syntax or accidence; he passed all his life like Moses looking upon the promised land which he never entered. But suppose that a boy *did* get to the upper fifth or lower sixth; suppose he had learned his thirty lines of Sophocles, or his thirty lines of Virgil, and these had been translated. The translation was accurate, and he understood, as far as his immature mind was capable of understanding, the sense of the passages; and then the teacher, especially if he were painstaking, and wished him to win a scholarship, went back with him over the passage, probably with a book of notes in front of him, which was usually written by a great scholar, and he himself either directly or vicariously seized some peculiarity or defect in the language which he pointed out. By so doing he distracted the attention of the boy from that in the book which he would be quite capable of understanding and appreciating; for they must recollect that a boy's mind could only absorb a certain number of things at once, and if they drew his attention to all these minute points of language, they took much away from the beauty and interest of the work which he had studied; and therefore he would suggest that the study of grammar, as a thing of beauty and a joy for ever, did in a very serious manner stand in the way of appreciation of the literature by the boys, and he doubted if it helped them to understand the language itself. He had been told by those who examined the papers in grammar

that the best scholars often did the worst papers. It was not to be supposed that he wanted inaccuracy in grammar, but the difficulties for the boy of ordinary calibre were many, and they should not increase them.

Then there was composition. What he wished to suggest, and he was not now using his own words, was this—that composition as now taught was a very highly specialised form of work. What was the value of composition? He did not mean in the earlier stages, when a boy had to translate isolated sentences. He meant in the higher stages, when people were trying to translate into idiomatic Latin or Greek. Surely the object of that was to turn the boy's observation on the poets whom he has to imitate! If boys were to spend weeks and months and years reading their Ovid and Propertius, this would be possible—it would then be done in a spontaneous or natural way, because they had got the sound of the original poet into their own minds. But did they want boys simply to read Ovid and Propertius again and again? There were many other writers infinitely more inspiring, infinitely more valuable. In doing Latin composition the boys did not work out from their own observation, but they practised rules learnt from their masters, and the work all became secondhand. It was a kind of tradition, handed on from teacher to teacher, and the same too with Greek. Boys spent a certain amount of time in reading Euripides and Sophocles, and, except in the case of the cleverest boys, they did not get a sufficient acquaintance to enable them to make a spontaneous imitation. There was no doubt that the value of translation into the ancient language was very great, but was it not too much to expect a boy to write both Greek prose and Greek verse and also Latin prose and Latin verse? In a very interesting document published by a body they were all of them well acquainted with—the Oxford and Cambridge Joint Board—he noticed that they took credit to themselves that the writing of Greek verse and the writing of Greek prose was increasing in the schools. He ventured to regret this. This was

putting on the boys a burden too great for them to bear. He wanted the time for the boys to read more in an organised, systematic, and methodical manner, to understand what they read. Surely, when they reached the age of eighteen or nineteen, after studying a thousand years of the greatest part of the world's history, they might be expected to have some elementary knowledge of the times which they had been studying? Boys should learn history, and there was no history easier to teach than that of ancient times, because there you were at once brought into contact with your original authorities, and for that reason no amount of history teaching done in schools of modern English on the growth of the British Empire, etc., could possibly have the intellectual value arising from the teaching of the classics. But did they get that experience? No, they did not. There were certain parts in the history of the world which were of great importance. Such were the wars between Greece and Persia, which had been recorded by one of the greatest masters of prose. If you asked boys who had gone through school if they had ever read the history of the Persian Wars as told by Herodotus, they would say no; but surely time should be found for them to do so. The obstacle was that the time was required in order to read Attic Greek. Herodotus was not Attic Greek. It was not "good" Greek prose, but they would understand it; it was a book which they would take delight in. Take another example: Xenophon was more hated by the schoolboy than any other author who ever lived. He read Xenophon for a term; he mastered his book and could read with some facility. But instead of going on to a more interesting part, he was put on to something entirely different. Thus new difficulties were put in his way, and he never had the opportunity of using his knowledge, or gaining information from the books he could read. He wanted the boy who could read Xenophon to go on and read a number of the easier books. It would be found that if the boys were kept to such works as they could understand, and to such as they were

interested in, more real progress would be made. A boy when he had got far enough should read and learn for himself several of the more interesting books, so that his exercises would show that he had read and could write an account in his own way of something which he had read. Finally, they must have experiment if they were to make classical teaching a success.

He would like to say in conclusion, that in the classics they had the beginning of the great thought of the world; they had the preservation of the history of the world at one of its most interesting periods, the preservation of the art of the world in the work of the greatest of all artists who lived. A parent could claim from them that the boy when he left school should have begun to understand this. In classics they could make education many-sided without being discursive. They could not have this in modern times, for they had to go to different periods. In classics they had all in the same books, by the same writers, and in the same period. He would see boys read more extensively, and he wanted the masters' attention to be directed to this, so that they might with discretion and judgment bring under the notice of the boys innumerable matters which were now ignored.

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Mr. A. SIDGWICK said he felt sure he was speaking for them all in saying that they were extremely grateful to Mr. Headlam for his paper. He agreed with him that what was wanted at the present day in classical education was experiment. He thought nothing could be better for the common purpose than an exchange of views in their assembly that day. The reform movement began, no doubt, with the 1854 Commission on the Universities, followed by the 1862 Commission on the Public Schools, and about five years later that on the Endowed Schools, and from these earlier efforts had continued down to the later days of the Bryce Commission. Whatever they might think of the movement's present state and prospects, it meant a breaking up

of the old indifference and self-sufficiency of the schools (and particularly the public schools), and as such it was to be heartily welcomed by the Classical Association. The Classical Association existed in the interests of education as a whole, and should contribute its share to inquiry and experiment. With regard to classics in schools it seemed to him that there were two main questions:—Who are the right people to teach classics to? How should classics be taught to them? To begin with Latin. The right people to teach Latin to were those to whom it could be taught without *waste*. Taking the three grades of schools to be those which boys left at the average ages of fourteen, sixteen, and eighteen years respectively, Latin should not be taught in the first save to exceptional pupils; it should be tried in the second grade, exceptions being allowed in special cases; and in the third it should be taught to all. If he were to define “waste,” the definition would be something of this kind:—when a pupil had for an unspecified number of months or years studied a language, and at the end could not read fairly a piece which he had not seen before, written entirely in the language, and of a difficulty suited to the stage which he had then reached, there was certainly waste; and probably about 90 per cent. of this was due to bad methods, and the other 10 per cent. to native incompetence. Greek he thought ought to be optional everywhere. His experience at Rugby led him to believe that there was great waste in teaching Greek to the wrong people. The boys should, indeed, have a text-book and prepare lessons; but every teacher of a language, whether Greek or Latin, should not only insist upon prepared lessons, but try the boys still further with unprepared exercises, orally. Young boys should be made to realise from the first that what they were dealing with was a language spoken by beings like themselves.

Experience had further shown him that there was much unintelligent working on the part of boys and slipshod instruction on the part of teachers. He had been told by a

schoolmaster that he "always just ran over the translation first before the lesson began." He would add that one actually must teach in order to estimate what an amount of intellectual waste there was in teaching lower grade boys in secondary schools. He was afraid that there were a great many writers in the press, and some head masters, who did not know much in that way.

He agreed with Mr. Headlam's contention that grammar should be taught not before reading, but in and after reading. He believed also that a great deal might be done, particularly in the early stages, by the adoption of something like the oral method which is so widely used in the modern languages. It was quite easy to give a boy a short easy sentence to learn, and then turn it about, making it a question, then a negative, put a different gender or tense into it, and so on. In that way the boy was really learning to *speak* the language as well as to write and read it. As to composition, he believed that there also a mixture of methods was desirable, and he agreed with a great deal that fell from Mr. Headlam about Latin and Greek verse. Another suggestion he had derived from the first head master of Wellington College, Dr. Benson, who was a man of many original ideas in educational matters. He had a private reading hour for his students. They came in as usual and they brought in what books they pleased, and they were encouraged to do classical reading for themselves, reading in which they would never be tested by examination. Dr. Benson found that the experiment was interesting to him, and also to the boys. Some of them read modern languages, some English books, and some classics. Lastly, there was the question of the training of the teachers. The recent action of the Government was making training an essential feature of the future. Training had come to both Universities and to other institutions; and it had come to stay. He had seen the students teach and be taught, and he knew how beneficial it had been to them.

Mr. R. CARY GILSON (King Edward's School, Birmingham) said it seemed to him that if they were to have a real reform in classical teaching there were three indispensable conditions. They must really believe that classical teaching was worth reforming; they must have a clear idea of its present defects; and they must be able to draw clear inferences as to the general direction in which reform ought to go. On the first head it ought perhaps to be unnecessary to say anything there, but when he met with people who seemed seriously to regard this movement as being a patching up of an old boat so that it might last one or two seasons longer, until its place was taken by something else, and when their candid friend Sir Oliver Lodge told them that he viewed the founding of the Association with satisfaction for two reasons—first, because the forming of such protective associations was the beginning of the end, and secondly, because he thought classical teaching might be improved—he thought it was time that, with due humility, they should welcome the second idea and move a “reasoned amendment” to the first. One of his first experiences in Birmingham was an interview with the Chamber of Commerce, who wished Latin to be excluded from one of the schools of the Foundation. Amongst the reasons that they provided for doing so was a statistical statement as to the number of boys learning Latin in Hamburg. He received these statistics, which were supposed to prove that too many boys were learning Latin in Birmingham, but an examination of the figures showed that the number learning Latin was greater in Hamburg. The Chamber of Commerce, had actually not taken the trouble to compare them. They ought to carry the war into the enemy's country. It was not the *retention* but the *extension* of Latin teaching that he would claim. What, after all, was the reason for the faith that was in them? Were they such praisers of the past as to think the ancient world to be better than the modern world? Surely not. Did they think the ancient languages so difficult and complicated as to form

a sort of mental gymnastics superior to anything else? If that were their main reason he really did not see how to meet the suggestion that Chinese would do as well, or better. The true reason was that in the ancient literature of the world lay all the roots of the modern world, of all its literature, science, art, and politics. The main reason was not that the ancient language was more difficult and complicated, but that ancient thought was simpler and purer. There you had, as it were, the key to the complicated tapestry-work of modern society, and for that key maybe there was no substitute in modern languages. Why did classical teaching want reforming? Here he found himself less in agreement with Mr. Headlam than he expected to be. The difficulty, *he* said, was mostly in the method of teaching: he himself thought it was rather due to its truncation. The old classical curriculum, with all its faults, was an admirable training for those who could go through with it; but when it was cut off before the end you got results which were to the discredit of classical teaching, and which made reform in it essential. He was painfully familiar with the fact that boys leave school too early. For various reasons they entered the school on the classical side. They started a course which at eighteen or nineteen would yield the best results; but their parents took them away at fifteen for pecuniary, economical, social, and other reasons. Could they expect the best results then? Another effect of truncation was that the curriculum was crowded too much. His first suggestion was that if boys were to stop at the sixteen stage they should not learn Greek. He yielded to nobody in his preference for Greek over Latin, but surely it was not the case that Greek had the same importance for modern life as Latin. His other suggestion was that they must get along rather faster than they did now; and here came first the question of grammar. He would like to draw a sharp line of distinction between *accidence* and *syntax*. To attempt to read without learning the normal inflections and their meaning was like attempting to read a French book



without knowing *la*, *le*, *du*, and *que*. On the other hand, it was possible and probably desirable to read a good deal before beginning the study of formal syntax. Indeed, the interest of that study only began at the stage when it became possible to treat it historically, and this stage was certainly not lower than the sixth form. The so-called "rules" of syntax deserved none of the sacred character with which they had been invested. He would teach boys that it *ought* to be possible to say *miror quid faceres* in Latin, though unfortunately it was not possible. Again, their teaching ought to be somewhat more oral. He was not quite certain that they should apply the whole of the so-called new methods of teaching languages to Latin and Greek; but he would be in favour of a certain amount of oral method, and for that reason he preferred the reformed pronunciation of Latin. Any one who had not adopted this in teaching Latin to a class would be surprised to find how very much easier it was for the boys to take a sentence down if pronounced in the reformed manner instead of the old. But he hoped they would keep up the highest standard in translation and composition. Those were the two points in which he thought the classical teaching of this country was ahead of what it was in America or Germany. If they were going to study the classical languages with a view to getting the key to modern life and a knowledge of literary form, he could conceive no better way of getting it than by doing Latin verse. He would like to make one complaint against the Joint Board. They seemed to have a wrong system of measurement in apportioning "set subjects." The amount of matter in the Livy portion set was, he thought, six times as great as the Virgil portion, which would seem to imply that one ought to read an epic poem very slowly, but history prodigiously fast.

The WARDEN OF WADHAM said the question he would ask would be addressed especially to schoolmasters and concerned with their actual subject, the teaching of Greek and Latin. He would observe that previous speakers might

have assumed that they were all in favour of Greek and Latin. The question he would like to ask any one there was, whether the experiment had ever been tried which Sidney Smith—a great philosopher and a great wit—advocated, of giving the boy a literal translation between the lines of his reading book, of course assuming that he knew how to translate *Ego* and had learnt some simple grammar. He happened to know that it was tried at Harrow, and it was said that it did not succeed. He would like to be informed what the causes of failure were, because it seemed to be quite a natural method in which to acquire language. He was not going to say anything about compulsory Greek, except that the attack on it meant no hostility to Greek language and culture. It related to a certain kind of Greek, which they wished to reform. Need he say that the present modes of teaching were deplorable? He had examined about two thousand men in Greek and ploughed about six hundred. There was something wrong in the system when half of the candidates, after eight or nine years spent on learning Greek, were unable to translate a simple passage properly. Unfortunately, no Greek writer had written down to the level of candidates for pass examinations.

Canon LYTTRETON said that the experiment of the so-called interlinear translation had been tried at Eton, but without the consent or sanction of the masters, and it was facilitated by books carefully prepared according to that principle being sold by the school bookseller in the middle of the college. It was, intellectually speaking, a failure. The two most fertile remarks Mr. Headlam made were when he asked them to read continuously and link the subjects together. Universities, as a consequence, must be asked to adapt their examinations. The fact was they would do it without asking, though if the boys were made to translate authors by their different styles you must make the boys read the authors first, and that meant you must truncate. He could not agree that there was no controversy between classics and science. He was on the educational committee of

Hertfordshire, and had seen the way in which scientific interests were beginning to tell on the work under the new educational arrangement, and he hoped that the outcome of this gathering would be an invitation to the leading men in the scientific world to meet some representatives of classics in conference and thrash the subject quietly out as patriotic citizens, pointing out that if they went on demanding that science should be taught with full equipment and plant from an early age to all classes, they might succeed in this object, but they would also make it quite impossible for the larger number of schools to do anything at all adequate in the way of humanistic teaching. He thought that they would be perfectly willing to accept some such suggestion as this—that the scientific training of a boy should be postponed till he was sixteen, and then begin in good earnest for those to whom it was necessary. The men of science would be all the more ready if they saw that classical teaching meant a training of the boy's reasoning powers, which was exactly what they were demanding, and what classical teachers are more and more striving to secure. There would then be good hope of a *modus vivendi* among the educational authorities all over the country.

Mr. T. C. SNOW said that if it were desired to put composition and classical learning into a healthy state, boys should not be allowed to do verse if badly done. If a boy who had tried verse for a short time did not show signs of promise, he should drop it for ever. The same thing applied to prose. It was the duty of the Universities of Oxford and Cambridge to see to this.

Miss GAVIN (Girls' High School, Notting Hill) said that the five minutes allotted to speakers at the end of the discussion would be quite insufficient to set out the problem for girls' schools, which, owing to the number of subjects included in their curriculum, was quite different from that in boys' schools. But she would like to endorse Mr. Headlam's remarks about the teaching of composition. In this connection she would advert to certain papers set in the Oxford

and Cambridge Joint Board examinations. These represented a standard impossible of attainment for those who taught on rational lines—that is, who based composition on the pupil's own reading, especially when, as in girls' schools, the range of reading was very limited. She wished to protest against the character of these papers, which made it necessary for the candidates to give an undue proportion of their time to writing composition—time which in her opinion ought rather to be devoted to increasing their acquaintance with Latin literature.

Mr. P. E. MATHESON, speaking for the Joint Board, said that some of the attacks upon it implied misunderstanding. Mr. Headlam spoke of increase in the writing of Greek prose and Greek verse. What the Board reported was an increase in the number of those able to write Greek prose, not Greek verse. The chief advance had been in unprepared translation, which he thought all would agree was an admirable thing; for what was really wanted was a free reading of the classics, a reading that was not entirely confined to hard things. In what Miss Gavin said, she referred, he believed, to the Latin prose paper; he thought the majority of the schools would agree with him that this was not too hard in view of the time given to the Latin, at least in boys' schools. With regard to Mr. Headlam's further remark, he could not suppose for a moment that a boy who had been well taught in Greek or Latin, in any book whatever, should fail to pass the elementary test of unprepared translation required by the Universities.

Professor RONALD M. BURROWS (University College, Cardiff) said that his only claim to speak was that in the younger Universities there was a good deal of teaching of beginners not dissimilar to that which might be given in a public school. There was, however, this difference, that classics had a fair field but no favour in competition with other subjects, and that it was therefore essential to make the methods of teaching interesting and bright. To attain this object they did not find it necessary to lower the

standard of composition, but they had to take much greater care in choosing the pieces they set. Much of the supposed dullness of composition came from the want of relation between the piece chosen and the rest of the student's work. It was their practice from the first to invent passages in relation to the set books which were being read at the time. The words and the ideas with which the student had to deal would be thus from the outset those of a great Greek writer, and there was a correlation between the various parts of the work done that gave freshness and interest. He did not think that it would be found difficult on these lines to develop a good Attic prose style, even where the author read at the time was Herodotus. If the thought and the vocabulary were in the main the same; if, for instance, the subject of the piece chosen was connected with the Persian wars,—slight differences in dialect would present little difficulty. In this connection he would like to add that original composition was, he thought, nowadays too much neglected. It aroused the interest, not only of the brilliant but of the average student, to be asked to write a short Greek essay on the war between Russia and Japan; or, if he was reading the *Frogs*, on the comparative merits of Aeschylus and Euripides; or, as had been lately tried with some effect at Cardiff, on the career of Mr. Joseph Chamberlain, considered at will as either Pericles or Cleon.

The Rev. Sir DAVID HUNTER-BLAIR said that he had never been daring enough to introduce the system referred to by the Warden of Wadham, but he believed it would come more largely into use, and that for boys it would be a good thing. Children acquired English by reading, not by learning the grammar, and the same might be done in the classical languages.

Mr. GILBERT MURRAY said that the system referred to was practicable to some extent, but that it would rob the ancient authors of much of their literary charm.

Professor POSTGATE said that he should not have intervened in the discussion at that late hour, had he not felt

bound to protest against the position assigned to Latin in Mr. Sidgwick's scheme. A recent experience had shown him that boys of no particular ability might begin Latin at seven with profit, and he would add that two of the most eminent men of science in the country, who had made the greatest discoveries of recent years in electrical and chemical science, had told him that they regarded the Latin which a boy learned at school as of the highest educational value.

Professor CONWAY begged leave to intervene at the end of the discussion in order to point out what to many of the founders of the Association was perhaps the chief motive of its work. It arose from the change in the situation of classical teaching in relation to the rest of education. It was necessary to recognise this frankly. Fifty years ago, almost the only mental discipline apart from mathematics was to be found in classical training. He believed that classics still afforded the same admirable mental discipline, but they were bound to admit that an equivalent kind of discipline could now be had in other subjects which were in more direct and practical relation to the bread and butter needs of mankind. Did it follow that their interest was lessening in classical study, or that they desired any less keenly to introduce their children to the great minds of the past? They must realise that their ideal was to teach their boys and girls to understand and care for classical literature from the beginning in the same way as they would like them to know and understand their wisest and noblest friends; and so they must try to ascertain the best means of bringing their children's minds into contact with those of the men and women of the ancient world, and keep that purpose before them all through—that would bring about many changes. They should not pick out all the least interesting books, nor waste time on triflers like Ovid or empty rhetoric like the *Pro Milone*. If they could make the literary, human side of the study felt from the very first, it would do a very great deal towards accomplishing the reform that was desired.

Professor BUTCHER said that before they went he should like to move a vote of thanks to the Oxford Committee, and to the President of Magdalen and Mr. Cookson for making the meeting there such a great success. It had involved a great deal of thought and work, and he thought they would be rewarded by knowing that they appreciated, as they did, the result of their labours.

The vote of thanks was carried unanimously, and the meeting then concluded.

*Note.*—The chief arrangements for the Oxford Meeting were made under the direction of a local committee, of which the Vice-Chancellor, the President of Magdalen, Messrs. A. Sidgwick, F. Haverfield, C. Bailey, and N. C. Smith, Misses Rogers, Lorimer, and Clay, and Mr. C. Cookson (Hon. Secretary), formed the executive.

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## OFFICERS OF THE ASSOCIATION

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### PRESIDENT

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### SPECIAL NOTICE

Mr. MACKAIL having resigned the Hon. Treasurership,  
communications intended for the Treasurer should be  
addressed to F. G. KENYON, Esq.,

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PROFESSOR E. A. SONNENSCHN, D.Litt., The University,  
Birmingham.

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## COUNCIL

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A. SIDGWICK, Esq., M.A., Reader in Greek in the University of Oxford.

MRS. STRONG, LL.D.

T. H. WARREN, Esq., M.A., President of Magdalen College, Oxford.

## RULES

AS ADOPTED AT THE FIRST GENERAL MEETING OF THE  
ASSOCIATION, MAY 28TH, 1904

1. The name of the Association shall be "THE CLASSICAL ASSOCIATION OF ENGLAND AND WALES."

2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular:

- (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
- (b) To improve the practice of classical teaching by free discussion of its scope and methods;
- (c) To encourage investigation and call attention to new discoveries;
- (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.

3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.

5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.

6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.



8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.

9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.

10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.

11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905, and one-third in 1906.

12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.

13. The list of *agenda* at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.

14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.

15. Ordinary members shall be elected by the Council.

16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.<sup>1</sup>

17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.

18. The Council shall have power to remove by vote any member's name from the list of the Association.

19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

<sup>1</sup> It was agreed at the public meeting of December 19th, 1903, that a single payment of 5s. as entrance fee should cover the subscription down to the date of the First Annual Meeting; and it was decided at the First General Meeting, May 28th, 1904, that this be interpreted as covering the whole of the year 1904, so that members who join before December 31st, 1904, will pay only 5s. for entrance fee and subscription together. For the convenience of members who desire to avoid the trouble of annual remittances and acknowledgments, the Hon. Treasurer will receive four years' subscriptions (£1) in a single sum.

## NAMES AND ADDRESSES OF MEMBERS

OCTOBER 1, 1904

\* \* *This list is compiled from information furnished by Members of the Association. The Members to whose names an asterisk is prefixed are Life Members. Corrections should be sent to Professor J. P. POSTGATE, 52, BATMAN STREET, CAMBRIDGE.*

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**CLASSICAL ASSOCIATION  
OF ENGLAND & WALES**



# CLASSICAL ASSOCIATION OF ENGLAND & WALES

PROCEEDINGS 1905

WITH RULES AND  
LIST OF MEMBERS

LONDON  
JOHN MURRAY, ALBEMARLE STREET, W.  
1905



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## PREFACE

IN issuing the second volume of Proceedings of the Classical Association, the Council take the opportunity to make a brief statement of its position and objects, and of the specific work which it has up to the present undertaken.

Initiated at a meeting held in London in December 1903, the Association had a membership of 655 in May 1904, when the first General Meeting was held at Oxford and a constitution adopted. The number of members had risen to 909 by the date of the second General Meeting in London in January last, and is now over 1,000, including men and women belonging to very varied ranks and professions.

The objects of the Association are defined in its constitution as set forth on page 93 of this report. Besides its general work in bringing together the friends of classical studies and influencing public opinion with regard to matters in which these studies call for support or reform, the Association has undertaken certain specific practical inquiries by means of committees, which are now holding frequent meetings. The subjects delegated to these committees for consideration and report are:—

1. The spelling and printing of Latin texts for school and college use.

2. The best method of introducing a uniform pronunciation of Latin into universities and schools, with power to consider what changes in the present pronunciation of Greek should be recommended for general adoption.

3. The methods by which those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation.

4. The lightening of the present school curriculum in Greek and Latin, and the improvement of the means of instruction.

With a view to extend the sphere of action of the Association and to foster local interest, the Council are encouraging the formation of local branches (one of which was founded at Manchester last December, and is already vigorous and flourishing), and the appointment of local correspondents for particular districts, places, or institutions throughout England and Wales. They are also in active communication with the Classical Association of Scotland, and with other bodies interested in the welfare of classical studies both in the United Kingdom and abroad.

Founded on a broad and liberal basis, and brought within the reach of as large a number as possible by a very moderate subscription, the Association appeals confidently for support to all who, whether scholars in the technical sense of the word or not, believe in the humanising power of the ancient languages and literatures, and who desire to retain in their own life and preserve for future generations an influence which has been, and still is, potent for good.

*June, 1905.*

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## SECOND GENERAL MEETING, LONDON, 1905

FRIDAY, JANUARY 6TH

A CONVERSAZIONE was held in UNIVERSITY COLLEGE, Gower Street, from 8 to 11 p.m. The Principal of the College, Dr. T. GREGORY FOSTER, and Professor BUTCHER, on behalf of the Council of the Association, received the guests.

An exhibition of prints, books, and other objects of artistic or antiquarian interest, arranged by Professor ERNEST GARDNER, was on view in the General Library. In the bays of the Library space was allotted to the leading classical publishers for the exhibition of recent classical books.

At 9 p.m. Professor P. GARDNER gave a brief address, in the Botanical Theatre, on "The Use of the Lantern for Archaeological Illustration." He showed (1) that in all archaeological teaching, as in the teaching of science, the lantern was now indispensable; (2) that it could be used without wholly excluding daylight or electric light; (3) that the Nernst burner, which could be fitted in any room lighted by electricity, greatly facilitated the use of slides, and rendered an operator unnecessary; (4) that some of the German makers of slides had formed, with the help of competent authorities, vast series of representations in all fields of ancient archaeology and art.

Professor Gardner maintained that an occasional half-hour of demonstration with the lantern in schools would greatly tend to the vivification of ancient history; but, of course, this would require considerable knowledge in the demonstrator. He deprecated a too rapid succession of slides; a

few slides carefully explained were far preferable to many. What was desirable was to bring out the evidential value of each photograph. Any sort of map, plan, or restoration could be thrown on the screen on any required scale. Professor Gardner concluded by showing a few selected slides taken from sculpture, vase-paintings, and coins, and from restorations of ancient buildings and sites made by highly qualified artists.

At 10.15 p.m. Mr. GILBERT MURRAY delivered a short address on "Some Points in teaching Greek Plays," in the course of which he offered a new explanation of the purport of Euripides' *Medea*, 214 foll.<sup>1</sup>

#### SATURDAY, JANUARY 7TH

The first sitting of the Association was held in the Botanical Theatre of University College at 10.30 a.m., Sir E. MAUNDE THOMPSON (Vice-President), in the Chair.

The minutes of the last meeting were read by Professor POSTGATE (Honorary Secretary), and confirmed.

Dr. F. G. KENYON (Honorary Treasurer) presented a statement of accounts, and in doing so said :—

"There are just two preliminary remarks which I will make in presenting the accounts for last year. The first is that Mr. Mackail has had the trouble of keeping the accounts for ten months out of the twelve, and has borne the burden and heat of the first organisation ; and the second is that there has been no time since the close of the year to have a regular audit. Therefore, I present these accounts to the Association as they stand, and ask that they should be confirmed subject to the audit not revealing any serious discrepancy."

<sup>1</sup> The arrangements for the conversazione and meeting were made under the direction of a committee, of which Professor E. A. Gardner was Honorary Secretary. He also acted as one of the Secretaries of the meeting as deputy for Professor Sonnenschein, who was compelled to be abroad at the time.

The CHAIRMAN.—I understand that you will accept the statement of the finances made by the Treasurer, subject to the audit which he mentions as necessary.

Agreed to by acclamation.<sup>1</sup>

The CHAIRMAN.—I will now call upon the Secretary for a statement of the progress of the committee on Latin spelling.

Professor POSTGATE.—The statement that I have to make is brief. The Council, acting on the resolution of the Association, passed on May 28th, 1904, that it should nominate a committee for the purpose of considering the spelling and printing of Latin texts for school and college use, nominated a committee of four with power to co-opt a fifth. The four nominated were Professor R. S. Conway, Dr. W. H. D. Rouse, Mr. S. E. Winbolt, and myself; Professor A. E. Housman was co-opted by the committee. The committee has met more than once since its formation, and an appeal for assistance from those interested in the subject has been prepared and will be published in an early number of the *Classical Review*.

The CHAIRMAN.—We have now to proceed to the election of President, Vice-Presidents, Treasurer, Secretaries, and five members of the Council. With regard to the President I will call upon Dr. Monro.

Dr. D. B. MONRO.—I have the privilege of proposing the Lord Chancellor to be President of the Association for the ensuing year. I think that we shall all be very glad of the powerful help of the Lord Chancellor in the cause which we have made ours. I do not think that I need say any more in recommending such a proposal to the meeting.

Professor BUTCHER.—I desire to second that proposal, and I think that the Association has good reason to congratulate itself on beginning the year under such auspices.

The motion was put to the meeting, and carried unanimously.

<sup>1</sup> The audited balance-sheet is printed at the end of the *Proceedings*.



Dr. Gow.—Mr. Chairman, ladies, and gentlemen, there is one gentleman whom I wish to propose for Vice-President who has particular claims on the Association—namely, the retiring President, the Master of the Rolls. It is proper, I think, that I should not merely sit down after proposing the name of this Vice-President, to whom the Association is so much indebted. It seems to me that the strength of the Association lies not so much in those members who are engaged in teaching classics as in those who, having been bred to classics, have gone out into the world and shown that classical education is the best preparation for a profession and for public affairs. I think that we could not have chosen a more distinguished representative of classical education than the Master of the Rolls, who has not only long been known as a profound lawyer, but is also known as what many profound lawyers are not—namely, as a judge whose decisions are universally respected. He has not only distinguished himself in his public position, but he has also been an admirable President of the Association. Nobody could have taken more pains than he has to be present at the Council meetings, and to make valuable suggestions from time to time. Therefore, I have great pleasure in proposing him for the office of Vice-President in the coming year.

Professor POSTGATE.—I have much pleasure in seconding the resolution which is moved by Dr. Gow. The Master of the Rolls has written to me expressing his great regret at being unable to be present this morning. We have further received intimations of regret at absence from Sir Richard Jebb, who is abroad, and the Bishop of Manchester, who unfortunately cannot come. After the words which have fallen from Dr. Gow, there is nothing for me to say except to commend most cordially this selection, and to express my personal indebtedness to the uniform kindness and valuable help which, as a Secretary of the Association, I have received from our outgoing President.

Carried unanimously.

Dr. MACKAIL.—I beg to move that the gentlemen who have been Vice-Presidents of the Association during the past year be re-elected as Vice-Presidents for 1905. I will go through the names, though they are familiar to all the members: Mr. Asquith, Sir Robert Finlay, Sir Richard Jebb, Mr. Justice Kennedy, the Provost of Oriel, Mr. Justice Phillimore, Sir Edward Thompson, and the Head Master of Eton. I further make the motion that to these names be added two others, both of whom are members of the Association, and very distinguished representatives of science and art—namely, Sir Archibald Geikie and Sir Edward Poynter. No words, I think, are required to commend these two gentlemen to the Association, or to say how much we shall be prepared to welcome them, as representing two spheres of life which they feel, together with us, are not incompatible with classical study.

Dr. KENYON.—I beg to second the election of these Vice-Presidents.

The motion was carried unanimously.

Dr. ROUSE.—Mr. Chairman, ladies, and gentlemen, I have to propose as members of the Council the following five names: Dr. Chase, President of Queens' College, Cambridge, Professor E. A. Gardner, Sir A. F. Hort, Miss J. E. Harrison, and Dr. J. W. Mackail.

Professor CONWAY.—I have great pleasure in seconding the motion.

Carried unanimously.

The CHAIRMAN.—I have to ask some of our members if they will be good enough to propose that the Honorary Treasurer, Mr. Kenyon, be re-elected, and that the Honorary Secretaries, Professor Postgate and Professor Sonnenschein, be re-elected.

Mr. P. GILES.—I have great pleasure in proposing that.

The CHAIRMAN.—Will some member be good enough to second it?

Mr. ERNST-BROWNING.—I will second that.

Professor RONALD M. BURROWS.—I do not think that we ought to allow this re-election to pass without expressing our very deep indebtedness to the Secretaries and Treasurer. I do not know whether all the members of the Association realise what an immense amount of work there is, and how extremely well it is done. I think that it is well that we give a very cordial expression of our thanks to them.

The CHAIRMAN.—After the words of Mr. Burrows and the way in which they have been received, I suppose that you will unanimously accept the proposal.

Carried unanimously.

The CHAIRMAN.—I have to call upon Professor Butcher for a motion with regard to the date and place of the next general meeting.

Professor BUTCHER.—The motion which I have to submit to you, ladies and gentlemen, is that the general annual meeting should be held in January, and that the place of meeting should be London. The Council have very carefully considered both these points, and they have found that on the whole January is undoubtedly the best month for the general meeting; and, that being so, the reasons in favour of London are so very strong and so obvious that I need not, I think, detail them to you. But I should like to tell you also, on behalf of the Council, that they propose to consider whether certain supplementary meetings should not also be held during either the summer or the autumn at some of the provincial towns or universities. That question has engaged their attention. The actual motion that I submit to you is that the general annual meeting should be held in January and in London.

Mr. R. L. LEIGHTON.—I will second that.

The motion was carried unanimously.

The CHAIRMAN.—There is a motion on the agenda paper by Professor Butcher and Mr. Cornford for the appointment of a committee on pronunciation of Latin and Greek.

**Professor BUTCHER.**—Mr. Chairman, ladies, and gentlemen, the motion on the paper before you is as follows :—

“That the Council be requested to nominate a representative committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the universities and schools of the country, and that it be an instruction to this committee to confer with the committee to be appointed for a similar purpose by the Classical Association of Scotland.

“That the same committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.”

The question of the pronunciation of Latin is, of course, no new one. The need of reform was affirmed, I think, in 1871, by the Head Masters' Conference, but no common action was then taken. A very few schools and a few individuals have since adopted the reformed pronunciation. But the result has been to make matters worse than before. The very partial reform has only accentuated the mischief. You will find schools in England in which there are at least two and probably half a dozen different pronunciations. Again, boys have sometimes to unlearn at the secondary school what they learnt at the preparatory school. When they pass to the university they are no better off. Neither at Oxford nor at Cambridge, perhaps not within a single college, does any uniform system prevail—not even a consistently incorrect system. Undergraduates flit from one lecture to another, and in each lecture-room their ears are greeted by a fresh set of sounds. Things are not quite so bad, I believe, at some of the provincial universities, and certainly in Scotland there is a nearer approach to uniformity. But, on the whole, one may say that our pronunciation is in a state of chaos; never was there such confusion of tongues. Two discordant systems exist, and various inharmonious blends of these two. There is the less excuse for this as the main

facts of Latin pronunciation in classical times are beyond dispute, and the margin of doubt that remains is but slight. One might urge the need of reform on the score of intellectual thoroughness and scientific precision; but I desire now to put it before you, as a matter of practical moment, of urgent practical convenience, that within these islands we should accept some uniform system, some standard pronunciation, which in essentials shall be correct. I must forestall one obvious objection. Any reform that may be introduced must be such as not to impose any new burden on classical pupils. More time must not be spent on teaching, and the teaching must not be made more irksome or vexatious. If that is so, it follows that, as a matter of practice and for purposes of teaching, we must distinguish between the more and the less important in pronunciation. I do not propose now to go into any details, because the motion, you see, is that the Council should appoint a committee to report on the question. Three points, however, appear to be fundamental. First, quantity must always be observed; long syllables must always be pronounced long, that is to say—not pronounced louder, not accented with a stress accent. We flatter ourselves that we observe quantity, however defective our pronunciation may otherwise be. But the neglect of quantity is in truth our worst defect. An English accentual system constantly obscures quantity; and I might add that, if it were not that our feeling for quantity, our inner ear, is better than our oral pronunciation, we should almost lose the sense of metre altogether. As it is, the reading of Latin poetry suffers greatly from this grave fault. There is an article some of you may have read in *The Speaker* of last July, by the poet, Mr. Robert Bridges, whose delicate ear for the music of poetry you will all admit. In the course of that article he writes: “‘The *ey* in *Peyter* is short, and the *ey* in *Meyter* is long,’ shouts the master, pronouncing them both alike. What clean-witted child can make anything of that? The best he can do with it is to store it up in his memory with

other condemned rubbish which he knows will be called for at his examination." This, then, is the first thing—the observance of quantity. Secondly, the quality of the vowel sounds ought to be preserved. To put it roughly—quite roughly—we should adopt the Italian pronunciation of the vowels, and in doing so we shall prepare the pupil's ear for the learning of the Romance languages, which in itself is no slight gain. Thirdly, the consonants *c*, *t*, *g*, should always be hard. I place these three things in what seems to be their order of importance. I will pass over all minor matters, and merely say that, while the teacher himself should try to attain the utmost accuracy of pronunciation, yet what he has to teach is not subtleties and niceties, but a few fundamentals. We cannot perhaps look forward to any international *lingua Franca*, but we may hope for uniform pronunciation of Latin in the United Kingdom. The Classical Association of Scotland is appointing a committee for a similar purpose. It is proposed that we should confer with that committee. The interchange between teachers in England, Ireland, and Scotland is greater than it ever was before, and the question has become one of increasing practical urgency.

As to the pronunciation of Greek, the problem is more difficult on account of the nature of the ancient Greek accent, which, as we are all aware, was a musical or pitch accent, not a stress accent, as in modern Greek. But if we agree to set accent aside, there is no difficulty about attaining to a fairly correct pronunciation of the Greek vowels and consonants. Indeed, if the reform of Latin pronunciation is once accomplished, the reform of Greek will follow as a matter of course. The part of the motion relating to Greek is, you will observe, somewhat differently worded: "That the same committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption." In commending the motion to you I will only add that one thing is essential for success—namely, that the schools and

the universities shall act together. Nor is there any more fitting instrument to bring about such concerted action than our Classical Association. I beg to move the motion that has been read.

Mr. F. M. CORNFORD.—Mr. Chairman, ladies, and gentlemen, the Council has very kindly asked me to second this resolution on the ground that, as the secretary of the Cambridge Classical Society, I am in possession of facts which bear upon the question. In anticipation of this resolution, the committee of the Cambridge Classical Society last term issued to its members a circular asking them to express their opinion on the desirability of uniformity of pronunciation. The society has just one hundred members, who are defined in the rules as graduates of the university, or past and present members of the staffs of Girton and Newnham. Of these hundred members, fifty-four replied. They were requested to answer "Yes" or "No" to two questions. The first question was, "Do you think that it would be desirable to introduce into the public schools and universities of England and Wales a uniform pronunciation of Latin?" Of the fifty-four who replied, fifty-three answered "Yes," and a minority of one expressed his opinion in the form of a note of interrogation. The second question was somewhat difficult to draft. In order to avoid the pedantic objections which were sure to be made if one referred to "the ancient pronunciation," it was put as follows: "Would you prefer that the systems of pronunciation commonly called 'English' should be replaced by a system more nearly approximating to those in use on the Continent?" To that question, forty-eight of the fifty-four replied "Yes," five answered "No," and there was one note of interrogation again. These figures show that at Cambridge—and there is no reason to suppose that the opinion at Oxford is substantially different—those teachers who care enough about the question to vote either way are unanimously agreed that uniformity is desirable, and almost unanimous as to the sort of pronunciation which ought to be made uniform.

Dr. SANDYS.—Ladies and gentlemen, I have much pleasure in supporting the resolution which has been so ably proposed by Professor Butcher, and seconded by Mr. Cornford. It seems to me to be eminently desirable that some general uniform method of Latin and even of Greek pronunciation should come into use throughout all the stages of our educational system, beginning with the governess and her pupils, and ending with the Latin or Greek professor and his class. In the absence of any organisation for this purpose, I think that it is a happy chance which has brought this Association into existence, and one of the most practical ways in which it can promote a greater efficiency in the classical education of this country is to take up this question and to carry it through to a triumphant issue. The Council of the Association would no doubt come into communication with those important bodies, the two Head Masters' Conferences and the Conference of the Assistant Masters, without whose help the matter can hardly be carried to a successful result. It is mainly an educational question, and, although I happen to have been a college lecturer for more than thirty-seven years, I have never had to face it in a very practical form; but it so happens that I have the honour of holding, and have held for more than twenty-eight years in the University of Cambridge, an office which makes it necessary for me to use the Latin language in public in the Senate House, and I have had to use that language in presenting no less than four hundred and eleven recipients of honorary degrees, of whom our honoured Chairman is one. Personally, and as a matter of theory, I have always been in favour of what may be called, broadly, the reformed pronunciation of Latin. But practical considerations come in, and one has to be readily intelligible to one's audience. As Cicero says: "*Semper oratorum eloquentiae moderatrix fuit auditorum prudentia.*" One who is officially the voice of the Senate has to speak in a language intelligible to the body which he represents. He has to make his meaning clear, not only to the aristocracy of the ground floor, but also to the genial



and good-natured democracy of the gallery. There was once a time when, in obedience to the ordinary English usage—I am ashamed to recall it—I used to pronounce *virum* as if it were spelled *vairum*, until a German friend, who happened to be one of the many who were receiving honorary degrees on a particular occasion, told me that he had been struck by my frequent use of the remarkable word *vairum*, and had been wondering what it meant. I need hardly say that ever since I have always honestly said *virum*. Again, one has often to consider the views and wishes of the recipient of an honorary degree. Only last year, in May, we had a general meeting of the International Association of Academies in London, which enabled some of us to shake off a little of our insularity; and in August we had a meeting of the British Association in Cambridge. On the former occasion as many as twelve distinguished foreign members of academies received honorary degrees; on the latter, seventeen distinguished foreigners and fellow countrymen of our own were similarly presented: and, on both those occasions, from beginning to end, the Italian pronunciation was adopted. The consequence was that our numerous foreign visitors in Cambridge were more or less able to follow with readiness all that was said in the Senate House. And on the earlier occasion an eminent Italian historian, who happened to be present, and who had been present at similar ceremonies in the Sheldonian, was good enough to send me a line of encouragement after the ceremony in the Senate House, to the effect that it was “always a source of deep satisfaction to see that our noble Latin language is still living and powerful.” At a public meeting, in the presence of foreigners, I have no doubt whatever that the Italian pronunciation is the obvious pronunciation to adopt; but there are objections to it, which all of us know. The peculiar method of dealing with *c* and *g* before *e* and *i* is one. For the purposes of teaching, it is therefore obviously better to follow a more strictly accurate system, such as that which used to be maintained by Munro, and which is the basis of a valuable pamphlet published by

the Cambridge Philological Society in 1887. It is a matter of regret that, in our general teaching of Latin, the language is not more frequently taught in a conversational manner, or by the use of books of conversation, or with the aid of such works as the *Colloquies* of Erasmus, which happens to have been repeatedly translated, in whole or in part, into English. If such colloquies were more familiar to us, our countrymen would not often find themselves in such difficulties as a Cambridge friend of mine once found himself in, when he met an Italian priest abroad. Owing to difficulties on one side or the other, he found it not very easy to converse either in Italian or in French or in German. At last it occurred to the Italian priest to ask my friend if he could speak Latin—*Potesne Latine loqui?* My friend was so taken aback by the suddenness of the inquiry, that he could not murmur anything more than the simple word *parvum*. On reflection, no doubt, you and I—all of us, if we had time to think of it—would have said that he would have been better advised either to say *aliquantulum* or *aliquatenus*. I deeply sympathise with my Cambridge friend. I also feel no less sympathy with two late eminent members of the sister university, the late Dean Stanley and the late Dean Goulburn, who in 1840, when both of them had only recently taken brilliant degrees in the University of Oxford, found themselves unable to hold their own in Latin with a boy from Transylvania. May I give you the story in Stanley's own words. "On board the steamer from Corfu to Patras, Goulburn and I endeavoured to while away the time by sharpening our modern Greek upon the anvil of a Transylvanian boy. From modern we passed to ancient Greek, and from that to Latin, and in Latin the boy fairly put us to shame, not only by the fluency which the use of his own pronunciation gave him, but by the really idiomatic and almost classical way in which he expressed himself. He was so proud of his victory that he laughed to scorn the very notion of our being teachers in the University of Oxford. 'You *teachers*, and you cannot talk it yourselves! In some obscure school, I suppose? Well,

at any rate, you can only teach little boys!' And at last he ended by saying with a look of the most supreme contempt, '*Discamus melius et tunc loquamur.*'"

The CHAIRMAN.—Perhaps I may say "*Tempus fugit*" to gentlemen who wish to speak. I have to remind them that we are getting near the limit of time, and I must ask them to confine themselves to about five minutes each, if they will be so good.

Mr. R. T. ELLIOTT (Worcester College, Oxford).—I have taken a good deal of interest in this question in a practical way for a good many years, and I would like very briefly to support the motion. Some years ago there were two very learned Frenchmen who posed as great critics of English poetry, and they found great fault with the rhythm of Tennyson's "*Claribel*." This was how they pronounced it:—

Ze slombroos vahv ootvelless,  
Zee babblang ronnel creespass,  
Ze ollov grot replee-ess,  
Vere Clahribel lovlee-ess.

I think that we ought to apply this to ourselves. There are some of us, possibly, who presume to criticise Greek and Latin poetry, and yet it is in a similar way to this that we pronounce it. I think that some reform is needed; and, speaking from practical experience in teaching both classes and individuals with a reformed pronunciation of Greek as well as of Latin, I can say that, on the whole, I have found it not much more trouble to teach a correct pronunciation than an incorrect. For we have to remember a fact that is very often forgotten—namely, that we have to carefully teach our pupils to pronounce Greek and Latin wrongly, or else there is a danger that sometimes they might deviate into accuracy. In 1542 Bishop Gardiner made an edict for the undergraduates of Cambridge, that Greek was not to be pronounced like English, as we pronounce it now, under pain of rustication and corporal punishment. I am afraid there is not much danger of this stimulus to

reform being introduced at Oxford, for at the present time I know hardly any teacher there, except Professor Robinson Ellis, who adopts a reformed pronunciation of Latin or Greek. However, we must not be too much discouraged, for every reformer begins by being in a minority of one. But I should like to point out, as some excuse for the University of Oxford, that it is not merely the fault of the university. We at the university have to deal with those who are to a large extent in the middle of their education. The reform must begin at the schools; and therefore, it is especially by schoolmasters that I would urge that some reform should be made; and I would earnestly ask that the reform should not be confined to Latin only, but should be extended to Greek. It is true that, with regard to the use of the tonic accentuation, I am afraid that would be going too far, and that we should not be able to adopt that. I am afraid also, from my own experience with regard to the aspirated consonants  $\theta$ ,  $\phi$ ,  $\chi$ , that we should not be able to introduce their pronunciation initially as  $t$  and  $h$ , etc., for boys of ordinary intelligence. In all other respects I think we shall be able to succeed, and I do hope that some practical good may result from the proposal which has been brought forward, with regard to both Greek and Latin pronunciation.

Dr. ROUSE.—I have only one thing to say in order to forestall a possible objection, and that is that there is no practical difficulty at all in carrying out the reform. The reform has been carried out in more than one school in this country. It was carried out almost a generation ago by Dr. Abbott, in the City of London School, and he told me that, although he found the current pronunciation there, it was only a few months before the whole school was well drilled to the reformed pronunciation. I carried out the same reform in my own school, and found with those boys who had learnt in the old way a certain amount of difficulty, which soon disappeared; but those boys who knew none found no difficulty at all; and the reformed pronunciation of the

vowels both in Greek and Latin now seems to those who have heard nothing else perfectly natural. It is very essential that there should not be two pronunciations in a school, which I am afraid is often the case. I should like to express my gratification that Professor Butcher has insisted on the pronunciation of quantity, because that is almost universally neglected by schools and universities. I found the only way to bring home to English boys what was meant by quantity was to use a kind of chant in which the quantities were exaggerated by means of musical beats or a metronome for measuring the actual time, and that revealed the fact that the voices of the boys, if they were not artificially prolonged, ceased after the expiration of a vigorous puff of breath, and consequently the sounds which they made were all short, although some were loud and some were not. That is a point which requires very careful attention. I think that our committee may be asked to see whether any practical suggestion of that kind can be made.

The CHAIRMAN.—I think that we have reached the limit of time, but Mr. Sargeaunt wishes to say a few words.

Mr. SARGEAUNT.—I have no wish to oppose this motion but I should like to make a few observations from another point of view. I do not think that in this country at present there is that unanimity on this subject that has been assumed by the previous speakers. Some time ago I ventured to write a defence of the traditional and national pronunciation of Latin, and I received a considerable number of letters from men of more or less distinction in which the view which I ventured to take was supported. The head master of King's College School, who had a large experience of teaching both in England and in Scotland, went so far as to say that he agreed with every word that I had written. One whose loss within the last week we have had to deplore established a Latin play at Radley, and he spoke very strongly on the same side. He took one point especially, and that was that at present the play at Westminster, although not archaeologically correct, was at any rate a school of elocution,

and that there was considerable danger that elocution would not find the same part in what is called scientific pronunciation. He took especially the point that there was a large number of boys and girls to whom Latin was merely a gymnastic, and who would never become scholars. Whereas Dr. Butcher says that we must lay no new burden upon them, we do lay a very considerable burden upon them in trying to induce them to learn a pronunciation which is in no way natural to them. I have received also a letter from a country squire. He said that the attempt to introduce the Italian pronunciation is pedantry. He said that the Classical Association, if it is going to do any good, must not confine itself to those who are directly concerned in the work of education. I am sure that throughout the country there are a considerable number of men who have kept up their classics, and who, I think, are entitled to be heard. I would therefore plead that in the appointment of this committee adequate representation be given to a class of men who are at present not adequately represented in the Classical Association.

The CHAIRMAN.—Ladies and gentlemen, we have had an interesting discussion. May I say just one word with regard to my own experience. Of course, I was bred up to read Latin and pronounce it in the British way; but fate has thrown me into a position in which I have come into contact with a large number of foreigners, and I have found that it was absolutely necessary, if I wished to be understood when I was quoting Latin to them, that, at all events, I should bring myself to pronounce my vowels in the Italian way. I admit that very often, from a certain malicious pleasure, I have blurted out Latin with the most brilliantly British pronunciation, in order to witness the stare of astonishment and puzzlement on the face of my hearer. May I also give one anecdote with regard to Greek? A brother of mine, while on board a ship on his way to Constantinople, found two little Greeks reading Homer. He took up the book, and proceeded to read aloud in the British way, with the result that in five minutes the children were rolling in agony

on the deck. Of course, we all know—at least, I am confident that most of you will feel—that the schoolmasters are the masters of the situation. Some of you may remember what occurred thirty years ago when the attempt was made to alter things. It is with the schoolmaster now, as then, that the matter lies. I understand that the meeting is in favour of this motion.

The resolution was carried with one dissident.

A MEMBER.—May I ask if the second part of the motion is carried also?

The CHAIRMAN.—The whole motion is carried. I did not read it, but the resolution is carried as it appears on the paper. Our next business is a short paper.

Mr. R. L. LEIGHTON then read the following paper on “Some Utilitarian Aspects of the Study of Latin” :—

“Many thousands of boys and girls are occupied in learning Latin. The cost in time and labour is great. Then what advantage, if any, do those boys and girls derive from it? It would be arguing in a circle to urge that some of them will use it for passing examinations, or get their living by teaching it to others, unless we can also find in it some intrinsic claims to be taught. Further, the claims we set up must be based not on what the study of Latin can or might do for perhaps one in ten of those who pursue it, but on what it does, or tends to do, for the other nine—for ‘the dim common populations’ of the school-world, who will never pass beyond the rudimentary stage, but go into some sort of ‘business’ and rapidly forget what little Latin they have ever known. This may seem a hard saying, but no less stringent test will satisfy the nine, who in these days must be satisfied, especially if they happen to be nearer nineteen out of twenty than nine out of ten. Of course, every other subject must submit to the same test, and in passing I may say that no other seems to come better through the ordeal than Latin, so far at least as I am able to estimate the value

of subjects not my own, and always excepting the three R's. But this, at least, is certain : whatever subject is selected, the overwhelming majority of learners will not pursue it far ; they will not find opportunities of applying it in their ordinary avocations, nor will they take other steps to keep alive their knowledge of it. Consequently, Latin is not in a worse position than its rivals if it has to rely on the gymnastic benefits which it confers on the *ruck* of those who attempt the study.

" For the purpose of teaching language, and raising its use from a sort of reflex action to a conscious art, we seem to possess no instrument equal to Latin. The process of making an English boy conscious of his own language, without the old-fashioned gerund-grinding, appears to be one of extreme difficulty ; it is beset with technicalities borrowed from scholastic logic, and may be affirmed, as a matter of observation, to succeed in fewer cases and to a less degree than even elementary Latin. To explain this fact, it might be suggested that the learner, embarking on the study of grammar—i.e. of the natural laws which govern the use of language to express thought—if he has no tongue but his own to aid him, is at once brought face to face with certain highly abstract definitions and wide general laws. He is called upon immediately to observe, in his own use of words, particular instances illustrative of these laws or covered by these definitions, which, however, he does not yet understand, and very often never comes to understand.

" His difficulties are increased by our lack of inflexions, which might guide his mind to the right points to be observed, and by familiarity with the language. In all his previous experience the matter expressed had been all-important, the form has rarely called for notice ; but now the matter is to be disregarded, and the form to be exclusively considered. The beginner in Latin has the same technicalities hurled at him very often, but no great stress is laid on them, and probably he gives them little attention. But the elaborate system of inflexions and simple applications of them come before him at once. Form, not matter, is here



practically the only thing he knows or needs to know, and the relation of form to matter comes to him gradually, and in a concrete shape. When he wants to find out the Latin for, let us say, 'Girls love the queen,' he does not consciously trouble himself with general ideas of singularity and plurality, or subject and object, but employs some process of his own, which is probably roundabout and defective, but which he can grasp, while the more scientific generalisation eludes him. Meantime he is observing a number of particular instances for a purpose which guides his attention to those points which ought to be observed. At a later stage his observations thus made enable him to seize the meaning of the general law scientifically stated. If it is urged that German, being highly inflected, would serve the purpose equally well, and is more likely to prove useful in daily life, we cannot deny it, though the percentage of cases where it proves useful is extremely small; but we should answer that fluency is an important element required in the employment of German, though not of Latin, and that fluency seems to be positively obstructed by this habit of minutely observing details. Yet it is well worth while to study some language in this elaborate way, for the sake of the training it gives in the employment of words with clearness and precision, without which clear and precise thinking can never be carried far. This point is worth pressing, since those who have specialised in other lines than ours will often maintain that their elementary classical training was mere waste of time and trouble. Yet, language being the instrument of thought, it can hardly be waste of time to acquire knowledge of the processes by which that very delicate instrument performs its functions. In fact, the art of clear, unambiguous expression is of the highest importance to every one, every day, if not every hour, as we may see by noting the effects of inexpertness in the art.

"Passing by the worry, loss of time and temper, quarrels and enmities, caused by mere blunders of speech, what is the yearly cost in actual money, spent in litigation, or, more wisely, in avoiding litigation by previous recourse to expert

advice; and that in cases where no doubtful point of law arises, but where the whole question is one of stating clearly some perfectly simple set of facts or intentions, or else of divining the meaning of some badly phrased letter, or other document—possibly an ill-drafted Act of Parliament? Is any other art so generally useful, or so costly to lack? But if, as we are so often told, technical training is the way of salvation, and consists in the study of the scientific principles underlying this or that useful art or craft; if, further, Latin is found to be the best instrument available for teaching the science underlying the art of expression: then Latin is entitled, on utilitarian grounds, to hold the predominant place in our system of secondary education.

“It will be observed that in advancing this claim it has not been necessary to assume progress beyond the most elementary stage. We may hope, however, that there will be progress, at least to the extent of trying to translate some portion of some author. Here, again, though the apparent result will be meagre enough, the real result will perhaps prove to be different. For as composition, however elementary, is training in accurate expression of our own meaning, so translation, either from or into our native tongue, is the best training in fully and accurately comprehending what is meant to be expressed by the passage we try to render. That alone is a useful discipline, but the process of translating does more. It forces the mind to imagine the state of the author's mind; for to ask, ‘What did he mean?’ is to ask, ‘Why did he say this?’ ‘What made him say it?’ But this is exercising the sympathetic imagination—an effort to put ourselves in the place of another, as indicated by the words he uses, in order that we may follow his train of thought. The habit of thus exercising his imagination will hardly abate a man's selfishness or cruelty, but it will at least tend to save him from hurting his neighbours against his intention; it will not convert a sinner, but may soften his manners, and oil the wheels of every-day life. A man thus trained may still be a poor creature, and at bottom vastly inferior to some ‘rough

diamond' with whom we are acquainted ; nevertheless, he may have become a better neighbour, easier and pleasanter to deal with in those commonplace circumstances of life which for most of us are the whole of life. The great occasion that should reveal the true worth of our rough diamond will most probably never arise ; but although his worth must remain hypothetical, his roughness is ever with us, and, in proportion to the degree in which it exists, it makes him a bad neighbour, and disables him from the proper performance of his functions as a member of an organised society. Can any such civilising tendency be discerned in those sciences which deal with matter and force as separate from the thought of man ? Do they not ask the student to go and dwell in an unpeopled world where moral relations have no existence ?

“ But perhaps a foreign literature performs its greatest service to the student when it leads him to realise that foreigners have lived, and do live, in an environment vastly different from his own ; but that, in spite of all, they remain human beings. For beginners, however, this service will hardly be performed by French or German, because these languages bring them acquainted only with people just like themselves, who might as well be English but for their perversity in speaking a different language. And indeed, the common stock of everyday ideas, and still more the material civilisation of Paris or Berlin, are very similar to those of London, or differ in points not readily discerned by beginners. But the difference between London and the Rome of Augustus leaps at the eyes from almost every page of Latin literature. To translate twenty lines of Ovid requires some effort to recognise and allow for these differences, which is learning history in the truest sense of the term. To make the effort will awaken the learner to consciousness of his own environment, by forcing him to observe something with which his own environment is sharply contrasted ; and so he is aroused to think—to some extent, at least—about serious subjects.

“ These, then, are some of the practical advantages—not,

as I venture to think, unimportant advantages—which may be safely affirmed to follow from learning even elementary Latin, not passing beyond the stage at which a few lines of Ovid remain a heavy task. When a boy leaves off at that point it is commonly said that he has learned Latin for so long, and in the end has nothing to show for it. To *show* for it, perhaps he has nothing; but the important question for him is what effect has been produced on *him*. That effect, in every case, utterly baffles attempts at measurement, and even of identification, because this or that quality of the individual is the resultant of many factors quite beyond our estimation. But we can say with certainty that, a given effect being desired, we set in action forces which always tend to produce such an effect, although we knew that there are many other forces not under our control which might come into play, and counteract the forces at our command.

“I have purposely limited my consideration to the lower strata of the learners of Latin because I suppose them to be the key of the position in our campaign against the powers of darkness. The world calls these lower strata failures, and clamours for some other subject to be substituted for Latin, without inquiring to what extent and in what sense there has been failure, or into the causes that have brought it about, or whether a change of subject is in the least likely to counteract the forces which tend to produce failure. In point of fact, every subject of secondary education has much the same crop of failures, real or apparent, and must rest its claims to be taught on its purely gymnastic value to those who derive no other benefit from it.”

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The CHAIRMAN.—Time is short. I will ask if any one has any remarks to make on this interesting paper. We have to thank Mr. Leighton for the paper. I will now call upon Mr. Rice Holmes to read a paper.

Dr. T. RICE HOLMES then read the following paper on  
 “Suggested Modifications in Classical Teaching, with Special

Reference to Mathematical and Science Students and Candidates for the Army":—

"Mr. Chairman, ladies and gentlemen, I assume in this paper that for some time to come a few candidates for Woolwich and Sandhurst will continue to learn Latin, although after next July it will become an optional subject, and under the regulations which will then be in force there will be little inducement to offer it; further, that mathematical and science students who intend to go to Oxford, perhaps also those who intend to go to Cambridge, will be obliged to learn both Latin and Greek. I have been warned by my colleagues on the Council of our Association not to say anything about Compulsory Greek which might provoke controversy; but I do not think that I shall violate the spirit of their prohibition by suggesting that, while a smattering of Greek is not more useful than the smattering of science which those boys who join the science side, not from love but in the hope of leading an easier life, acquire and speedily forget, a little Greek thoroughly learned is as useful as the foremost of living scientists has twice emphatically pronounced it to be; and I venture to assure the authorities of Oxford and Cambridge that if they wish to silence the taunt that they accept a smattering of Greek, they can exact a higher standard without encroaching upon the time now allotted to mathematics and science. For boys who have gained scholarships for non-classical subjects are perfectly aware that the classical standard at the Previous Examination is delightfully low; and accordingly most of them will not, without ruthless coercion, do more work than they know to be necessary for their purpose. And although my own opinion is that everybody ought to learn some science; that a man who has the ability to do original scientific work would gain by getting a classical education before he began the serious study of science; and that, in their own interest, boys who are to make science their principal study ought not, at the earliest, to take it up as part of their school work until they have reached the age

of sixteen,—I accept the time-table as I find it, simply taking my stand upon the declaration of Lord Kelvin that to mathematical and science students ‘even a very moderate amount’ of Greek ‘is of very great value.’

“In teaching classics to those in whose curriculum their place is subordinate the first aim is, of course, to see that the short available time shall be spent to the best advantage. We ought therefore, I think, to dispense with those refinements which, although they are essential to the equipment of the classical scholar, may safely be neglected by learners whose object is merely to profit by the discipline which classics can give, to lay such a foundation as may enable them to pursue the subject if they wish, to understand the books which they read, and to get some appreciation of them as literature. In the classical papers set for the Army examinations questions sometimes occur which demand knowledge of a kind that ought not, I think, to be expected. Moreover, so long as the examiners continue to set only unseen passages for translation, they are putting a premium upon cramming. A young officer lately told me that his tutor had never allowed him to read any classical book consecutively, but made him spend his time in practising translation at sight. This is the way to inspire a boy whose literary faculty is feebly developed with repugnance for classics. The set book, or one of the set books, for the Army examinations should, in my opinion, be the *Commentaries* of Caesar; and candidates should be expected to show knowledge of the history and geography as well as of the text.

“And now I approach the problem which we all wish to solve. How is one to induce the boy who is not fond of literature, who has no bent for pure scholarship, who has been persuaded that classics are useless, to take an interest in his classical work? Simply by showing him how much there is, unnoticed though obvious, in the book that he is reading in which he is already prepared to take an interest. A lesson confined to construing and grammar will fail to achieve its purpose. You can also make it a vehicle for conveying

instruction in history, in geography, in archaeology, sometimes even in science. You can, by dwelling upon the passages in your author which are connected with any of these subjects, stimulate the boy of scientific bent to work diligently on the linguistic and grammatical side of his lesson; and you can call the attention of the boy of scholarly bent to the historical and scientific sides of his text, and widen his outlook.

“Suppose that the book to be read is the *Galic War*. When I was at school, our lessons in Caesar were lessons in construing, and nothing more. I gratefully recognise that this was a salutary discipline. Many of us had no notes: the fashion of printing a vocabulary at the end of the book as a cheap substitute for a dictionary had not been introduced; and, stimulated by fear of a spur which has become antiquated, we had to make out the meaning for ourselves with our dictionaries and grammars. We learned to depend upon our own resources, but we learned nothing about Caesar. A few years ago reformers began to be dissatisfied with old-fashioned methods, and resolved to make boys realise that the classics were alive. They thought that they had found a royal road. Some enterprising publisher determined to issue a series of illustrated school classics. He found a general editor of high reputation; the general editor appointed his lieutenants; and the thing was done. The idea ‘caught on,’ and other publishers, fearful of losing their market, were obliged to adopt it. So we have now a multiplicity of classical series to choose from, all beautifully illustrated. Now, at the risk of appearing ungrateful, I am bound to express the opinion that these illustrations are, for the most part, useless, and in some cases misleading. One of the general editors once consulted me about a cut which was supposed to depict a Roman galley going into action with the fleet of the Veneti. I pointed out that the handle of the sickle-shaped blade—the *falk* by which the Roman engineers intended to sever the halyards of the Venetian ships—was nearly as long as the galley.

He admitted in some confusion that he had not noticed this, and promised to reduce the handle to a reasonable length ; but I feel doubtful whether his publisher allowed him to waste money on a mere fad. In a volume belonging to another series I once saw a fancy illustration of a battering-ram. The crew, who were in the act of working the ram, were absolutely unprotected ; and before it came in contact with the wall of the besieged town not a man of them would have been left alive. Illustrations, properly selected, may have their use ; but in general I would say, let the teacher do his own illustration orally and on the black-board.

“ May I give my own experience ? In existing circumstances it is impossible to read the whole of the *Commentaries*, as one would like to do. Therefore, if I am teaching a form on the classical side of the average age, say, of fourteen years, I take the story of the expeditions to Britain, which seems the most fitting choice for English boys. I begin by trying to impress upon the class that they are about to read an original authority, which will help them to understand their Roman history. They find no difficulty in apprehending this. I then tell them briefly what progress Caesar had already made in the conquest of Gaul, explain the relations between the Gauls and the Britons, and in particular give a summary of the naval operations against the Veneti, and show that they were a preliminary to the invasion of Britain, necessary in order to secure the command of the Channel. When you read the chapters which describe the preparations for the second expedition, you can give an account of the machinery by which Caesar collected supplies enough to feed forty thousand men and four thousand horses for more than three weeks at Boulogne. You can point to the light which is thrown by Cicero’s correspondence upon Caesar’s narrative ; and if you are teaching an advanced Army class, make them read the relevant letters. As you work slowly through the Latin, you will of course neglect no difficulty of grammatical construction ; and you will find that in grappling with these difficulties your pupils will work with a better grace as they



realise that they are reading the authentic narrative of events which really happened in their own country. Expound to them the phenomena of the tidal currents in the Channel. Show them how far, and why, the coast of Kent has altered since Caesar's time. When you come to the chapter in which he describes the storm that prevented his cavalry transports from making the British coast, show how it happened that they parted into two divergent groups; how some scudded before the gale, while the rest lay to on the port tack, carrying just enough sail to keep them steady. No commentator has explained the matter, though any seaman who understood the Latin could have acted as assessor. Then follows the story of the ships wrecked by the storm-driven tide. Explain the cause of spring tides, and watch the animated looks with which your pupils will learn how, although Caesar, or his officers, were ignorant, or professed to be ignorant, of the connection between spring tides and the moon's age, Pytheas had observed it nearly three centuries before. When they learn further that the Greek traveller calculated the latitude of Marseilles with such skill that his estimate showed an error of seconds only, they will begin to understand that science was a power even in those days. By the time they reach the narrative of the operations in Britain they will be eager to listen when you tell how archaeologists and anthropologists have been able to illustrate, supplement, and correct the *Commentaries*. The story of the British attack on the legion that went foraging will give occasion for an account of the war-chariots that have been found in Yorkshire barrows and elsewhere, with harness and skeletons of horses and charioteers, and for the remark that these discoveries confirm the statements of Arrian and Dion Cassius as to the small size of the British chariot-horses. In reading Caesar's brief description of Britain it will be time to tell of the Neolithic and Bronze Age people who preceded the Celts. And if you speak of the beautiful tankard that Dr. Arthur Evans found in the Late Celtic 'urn-field' at Aylesford; of the horses' bits, ornamented

with enamel, that belong to the same period; of the stores of information about British industries that have been yielded by the excavation of the camp at Hunsbury and the lake-village at Glastonbury; if you explain that the commercial activity of one of the south-eastern tribes was such that they struck gold coins of two values, silver of one, and copper of three,—then it will dawn upon your listener's mind that his British ancestors, who, like himself, needed small change, were not savages, perhaps not even barbarians, but men whose history, manners, and institutions deserve to be studied, and cannot be rightly studied without classical education.

“I have chosen the *Commentaries* as an example, touching upon a few only of the topics that would call for illustration, because I know the literature that relates to Caesar better than that of any other classical writer. But although one can, of course, teach with more freshness and a greater sense of power when one has tried to do original work, a man who uses his leisure can apply the principle for which I am contending to the study of any author. In teaching the Acts of the Apostles, for instance, a master who has a fair general knowledge of Roman history can make his lessons interesting, even if his special reading is confined to Mr. Page's admirable edition, Professor Ramsay's *St. Paul, the Traveller and the Roman Citizen*, and James Smith's fascinating book, *The Voyage and Shipwreck of St. Paul*. Only a classical teacher who wants to make his work as interesting as possible to himself as well as to his pupils—and he cannot do either without doing the other—will never confine his teaching to pure scholarship. And he will find a few boys in the most unlikely quarters ready to appreciate even literary history and literary criticism. To get up the biographies of writers whom one has never read and to learn by heart criticisms of their works may, if one has a good memory, gain marks in an examination; but it is not education. On the other hand, I recommend boys, even in an Army class, to read the chapters relating to those authors

whom they *have* read in a book which it would be impertinent of me to praise, Dr. Mackail's *History of Roman Literature*; and I know some who have done so with zest.

"But while all would be willing to give boys illustrative help, the necessity of making them help themselves is perhaps less appreciated than it used to be. A well-known inspector of schools told me lately that he often asks questions in mental arithmetic, and seldom gets a satisfactory answer. In one school, however, hardly a boy failed. My friend asked the master to explain his method. The master was an old-fashioned disciplinarian who made his boys work and took care of himself. 'What I do, sir,' he replied, 'is just this: when a boy brings me a sum done wrong, I say, "Go back and get it right."' Slightly modified, the plan has its merits. Sometimes a boy comes up and complains that a verse won't come out. I say, 'Go back to your place; use your brains, your dictionary, and your grammar. If the verse has not come out by the time the bell rings, we'll stay in and do it together.' In five minutes, as a rule, the verse is done.

"The mightiest force in this world is love; and the teacher who loves his work will make his pupils like it. It cannot, indeed, be expected that more than a very few who enter the profession of teaching will be impelled by love; and I am not one of them. But it is hard to kick against the pricks. If a man must earn his living by work that is naturally distasteful, let him follow the advice of the Preacher, 'Whatsoever thy hand findeth to do, do it with thy might'; and gradually irksomeness will give place, except in moments of depression, to interest and sympathy. And if, by force of will, he can find time to make himself an expert in some one branch of study, he will find one of his best rewards in the delight of communicating his knowledge.

"But I am not sure that I ought not to conclude this paper with an apology for having read it. For if it provokes any discussion, I expect to be told that what there is of truth in it is not new."

[During the reading of Mr. Holmes' paper the Lord Chancellor, President elect, entered the room.]

The CHAIRMAN.—We have to thank Mr. Rice Holmes for his paper. Our President, the Right Honourable the Lord Chancellor, being now present, I will vacate the Chair. There are a few minutes to spare, and if any ladies or gentlemen have any remarks to make about the paper which Mr. Rice Holmes has just read they can do so now.

The Right Honourable Lord HALSBURY, Lord Chancellor, then took the Chair as President of the Association.

The Rev. ALFRED CHURCH.—Perhaps you will give me two minutes. I have been intensely interested in what was said about auxiliaries to the teaching of Caesar. But I would put in a humble plea that teachers of Caesar should try to make their pupils put their Latin into really human language. I have come fresh to-day from having read about a hundred and twenty papers of first-class candidates of a certain institution, which I will not name, and I affirm that the attempt to put Latin into something like English was not made in one instance. A complicated sentence of Caesar was put into an equally complicated sentence of English which was not English. It is the easiest thing in the world to teach a boy to break up a long period into short sentences. The other day I gave one of the pieces that had been set in my paper to five boys at a small preparatory school. I said, "I do not want to set this passage as a test of your knowledge of Latin. Use your dictionaries, and ask your teachers what it means, but break it up and put it into decent English." It was done with success by four out of the five, and very well by one.

Mr. F. J. TERRY.—I should like to refer to one point in the early part of Mr. Leighton's paper. Mr. Leighton says that, in the teaching of Latin, form is everything, and the matter is—I will not say nothing, but quite secondary. I wish to know whether I am right; for I should like to urge that in the early stage of the teaching of Latin the matter

is quite as important as the form, and that the two should go together. May not the Latin be taken practically from the ordinary life of those who are expected to learn it? Is it not quite possible in the teaching of Latin to take incidents from the life with which the boys themselves are perfectly familiar—from their own school life, or from the scenes going on around them either at school or in the holidays, and let them turn those into simple Latin, taking care not to introduce too many new words at one time. I have myself found that this lightens a great deal of the labour and of the time occupied in teaching small boys Latin, and I should like to urge that upon Mr. Leighton and ask him to think of it. Otherwise the interest of the subject-matter of the Latin may be perfectly remote from anything that a boy cares about. For instance, in the example suggested by Mr. Leighton for translation, "Girls love the queen," the interest is remote; but in a sentence taken, say, from football imagery, subject and object are well marked through the objective character of the scene. The difficulty of turning such sentences into Latin or *vice versa* is lessened, and the way prepared for future analysis.

Professor R. S. CONWAY.—I should just like, if I may, to express very hearty thanks to both readers of the papers. It seems to me that, while we ~~men~~ men teaching classics in such a spirit, we need have no fear whatever for the future of the Classical Association, or, for the greater matter, the future of classical study. We all feel especially grateful to Mr. Leighton for having taken up the subject of his paper. He touched on many very important considerations, of which we have all felt the force and value in our most elementary work, but which are rarely stated with such precision and cogency, or with quite so much human sympathy. With regard to the brilliant paper which Mr. Rice Holmes has just read to us, I only want to make one remark, and that is, that it seems to me that in the authors which we can put before even quite young children, there is one enormous advantage in studying ancient authors as

compared with modern. It is a point which has not been, I think, touched upon at all in anything that has been said this morning; and it is, that you can make a student, even a boy or a girl of tender years, feel the difference between poetry and prose in translating Latin or Greek in a way which does not come home to them when they simply read literature in their own language. They find that the kind of word which they use in a prose author will not do, and will make hopeless nonsense, when applied to some term in Latin poetry, which will, however, be quite rightly rendered by a synonym of similar, but not precisely similar, meaning. In translating Latin or Greek poetry, they begin to realise that poetry is something different from prose, and a great instrument for expressing true human feeling. And that in itself is an enormous part of education. I am afraid that it is very largely true that the great mass of the British community go through life without the faintest conception of the meaning of poetry or its value in human life. Now, I think that we do something to remedy that in our classical teaching at a very early stage. We can make our students feel, when they come to read some great line of Virgil, whose full meaning they cannot appreciate until they are twenty or thirty years older, that, nevertheless, it is something very different from anything that they have read in prose authors—something simpler and more profound. I think for that purpose alone too great stress cannot be laid on the early introduction of our students to the authors themselves. I am in very cordial sympathy with what was said by the last speaker on that point. We should keep in view the primary object of putting the boys and girls in touch with the great thinkers and poets of the past.

LORD HALSBURY.—I think that the time has arrived when it is my privilege to address you.

In addressing my fellow members of this Association from the Chair, which it is my pride to occupy to-day, I must disclaim any pretension to lecture or to assume the attitude of a professor. I am simply for the moment in the Chair,

and, like the person who occupies the Chair in another place, more appropriately silent than dogmatising on the subjects that interest us all : I would rather put it that I am initiating a conversation and suggesting a topic or two than delivering a thesis. I observe my distinguished predecessor disclaimed on the part of this Society any pretension to improve the level of scholarship in the University of Oxford. As the Master of the Rolls said, Oxford stood where it should stand—at the summit level of classical attainment ; but I am by no means sure that we should make the same protest when we are speaking of London as a great publishing centre. It would be both unjust and ungrateful not to recognise what the university by whose hospitality we are now here has done. But London is too vast, too busy, too much absorbed in the daily pursuits of commercial life to be much influenced by any one university, however learned and assiduous ; but that it would as a publishing centre be improved by such an influence can hardly admit of a doubt. The groves of Mars and the caves of Aeolus were the types of the Roman poet of the sort of literature which stunned and distracted the ordinary reader. I wonder what he would have said of the shilling dreadfuls which I think have blossomed forth into sixpenny, threepenny, and even penny novelettes,<sup>1</sup> and which, though happily in prose, claim as works of imagination to be the multifarious poems of our time. Classic culture and classic taste might render these compositions a little less noxious than they are at present, and I know not what better standard we can strive to emulate than that which this Association seeks to place before its members.

I did not have the privilege of hearing, but I have read with deep interest Mr. Mackail's address "On the Place of Greek and Latin in Human Life," and I note that he thinks "there is much to be done in quickening the spirit and renewing the methods of classical teaching." There are few, if any of us, who would controvert that proposition ; but we are immediately brought face to face with the question, How is that work to be done? We are agreed as to the

object—we are not so clear about the means. It is an old remark that it is by mistakes we learn, and I venture to suggest that the main end will be best attained by familiarising those whom we seek to influence with the objects of our study in such a manner as to awaken a human interest in them. When such an associated body as this is agreed in its object, and when I look at the names which I see counted among its members, I cannot doubt that some progress may be made in the direction which we all desire ; but may I drop a hint as to the tone and temper of the discussion which such questions are likely to raise? Among many interesting things which I read in Mr. Mackail's essay there was a quotation from Lord Bowen which is, I think, most appropriate to the topic that I am endeavouring to treat with a very light hand. I mean that passage in which Lord Bowen referred to the sort of proprietary rights in classic studies which some scholars seem to claim, and the right apparently to warn off all others from approaching that sacred ground. Only the day before yesterday I read a letter from one whose learning and experience entitle him to be heard, conceived in a spirit, I think, of somewhat exaggerated pessimism. I do not myself think that Compulsory Greek has been rendered injurious and ridiculous, and I must be allowed to doubt, notwithstanding my respect for the learning of the writer, that there is any class (I speak not, of course, of individuals) "who deliberately omit from the course of Compulsory Greek all that constitutes scholarship or could give to exercises a humanising quality. All information is excluded as to who the Greeks were, their history, influence, merits, and defects."

Now, though I still timidly suggest exaggeration here, I do not mean to say that the jealous treatment of Greek literature in the sense that none but the very best models shall be presented to a pupil's mind has not been too rigidly insisted on ; and that there might not well be a more diffused and more free intercourse with Greek writers even if not the best specimens of Attic Greek. Few books are more amusing,



and more amusing to a boy, than Herodotus, and assembled Greece loved him though he was provincial enough in manner and dialect. What would be said of an effort to teach a man a good English style, if he was never allowed to read anything but Bolingbroke or Addison? I know it will be said that in teaching you must have regard to accurate scholarship, and no one will undervalue accurate scholarship. But the question is not what will be ultimately reached, but what in the order of events is the best way to attain to that accuracy. Children, if they were not allowed to speak except upon strict grammatical rules, would be a long time in learning to talk their own language; and I suppose it is the experience of most people in learning a foreign language that if they confine their reading to what would be called lessons for children their progress is slow. In truth, what I have quoted before is true here—by mistakes we learn—and a wider study of the Greek of a thousand years and more, I think, would excite a more real interest and create a more numerous body of students who would read Greek writers not merely for an examination but for the enjoyment derived from the reading itself. It is astonishing sometimes, when one speaks to those who have left their classics behind them, to note how narrow has been the curriculum, how sparse and scanty has been the dip into a language which nevertheless has such abundant and copious sources of interest. How many of such students have ever opened a book of Diodorus Siculus or Dion Cassius—or in the Greek of Plutarch, and even of Plutarch either in Greek or English anything but the Lives in Langhorne's translations, or read a single word of Athenæus except such as are found quoted by Mr. Mitchell in some of the notes to the Plays of Aristophanes which he has edited? Now consider what a man does when he is learning French, we will say, with a real desire to read and enjoy it. He seizes every book he can get hold of and every newspaper. He makes many mistakes, he misunderstands and forgets; but if he perseveres he learns where he has been mistaken, and his

discovered blunder becomes a fixture in his memory. I know not how it may be now, but when I was in Oxford as an undergraduate a man might have a creditable degree and never read an oration of Demosthenes or any one of the *Oratores Attici*. I hope I shall not make any of my hearers shudder when I even advocate the perusal of the Byzantine Historians and the Greek Fathers. One result of such studies is that the appetite grows by what it feeds on, and the general knowledge thus acquired sets at defiance the coach or the crammer or whatever he is to be called who sets himself to defeat the efforts of the examiner to test real knowledge. The Greek Romancers and Satirists—especially among the latter Lucian—form almost a literature of their own; but I am at present only concerned with the suggestion that it is not only Thucydides and the Dramatists who will give facility in and taste for reading Greek.

I have referred to Greek, but it is only because the cry against Greek has been the loudest and most insistent. The narrowness of the Latin curriculum is still what one learns from those who have ceased to take any interest in Latin literature. Horace and Virgil—Virgil and Horace. How many have read or heard of the *Quaestiones Naturales* of Seneca? And how many but for the exertions of Mr. Rowe and Mr. Justice Ridley would have read Lucan's *Pharsalia*? I think Sir Walter Scott tells a story of a Jacobite who had effected his escape from captivity while under a charge of high treason, but was recaptured when he returned to get back a copy of Livy which it had been the delight of his life to read and which he had left behind. I fear there are not many now who would risk their lives for a copy of Livy, and Sir Walter expresses his grief that his hero's classic tastes were not found a sufficient justification for high treason. I do not deny that what I have suggested might seem to make too little of the accurate scholarship which it has been the glory of the English universities to attain to; but, as I have already said, it is only the order of events upon which I am insisting. Let

a man learn to read Greek or Latin with facility, and it will soon be with enjoyment, and if with enjoyment, then with gradually advancing accuracy. All I say is, that if you wish for complete accuracy at first and teach the *nuances* of Greek grammar before the pupil knows anything of the language, you run the risk of doing what I saw a gentleman, when discussing this subject, said had happened to himself—that he had hated Greek for the rest of his life. And after all we are not dealing with those who are to become Bentleys or Porsons, with a Professor Jebb or a Professor Butcher, but with people who, short of that standard of learning, may take a real and lively interest in classic literature and hand over the lamp to others in their turn.

One other topic I would approach in the same spirit of suggestion rather than of dogmatic assertion; and I would like to make the suggestion by way of parallel. Every one recognises that if you are reading a novel, the connection of the events that the narrator suggests and the gradual development of the story create and sustain the interest of the reader; but if you dislocate and disfigure the relation of the events to each other you deprive the narrative of its chief attraction. Let me take an illustration. Suppose you are teaching the boy to read Cicero's *Second Philippic*—that which Juvenal described as of divine fame: the interest of the events between the murder of Caesar and Cicero's own murder by Antony is what lends to that oration its deep and even thrilling interest, and what I will call the context of that comparatively short interval in the life of Cicero,—the intrigues of Antony—Cicero's *First Philippic*, a tentative and even timid remonstrance against Antony—Antony's ferocious attack—and then Cicero's *Second Philippic*, which sealed Cicero's doom,—presents a picture of political intrigue and of violent conflict which a boy would be dull indeed if, when presented to him in this form, he did not learn to read with avidity and interest. And as part of what I have called the context, Cicero's *Letters*, edited by Mr.

Albert Watson, formerly Principal of Brasenose College, Oxford, would supply materials for developing the story. I give this only as an illustration—many more might be adduced; but I cannot forbear from adding that Mr. Watson's book and the latest account, published, I think, only last year, of the state of Rome between Caesar and Nero, might be indeed an answer to the supposed decay of scholarship among us. But I have said enough in the way of hint and suggestion—I do not profess to do more—and I will only conclude with what Horace has said:—

*Si quid novisti rectius istis,  
Candidus imperti; si non, his utere mecum.*

Sir E. MAUNDE THOMPSON.—Ladies and gentlemen, it is my pleasing duty to propose a vote of thanks to the Lord Chancellor, our President, for the most interesting address which he has just delivered. His remarks come home to all of us, and I think that, perhaps, if I may be allowed to say so, they appeal even more to those who are advancing in life than to the younger amongst us. He has referred to the enjoyment which one derives from reading the classics. I think that, as we grow older, we all appreciate that enjoyment more and more. We may not, as he has said, have had the time or the leisure or the opportunities of becoming a Jebb or a Butcher, but we do return in our old age to our early loves; and, although we may not read the less-studied authors to whom he has referred, still, we turn to our Horace or our Virgil and our Homer with all that pleasure which every one has in renewing old friendships. Allow me, then, to propose a vote of thanks to the Lord Chancellor for his address.

Carried by acclamation.

Lord HALSBURY.—It may be rather rash in me, but I invite criticism.

Professor BUTCHER.—As the Lord Chancellor has invited criticism, I propose to say a word or two upon his interesting

address. And yet what I have to say is not so much by way of criticism, but rather as an expression of cordial agreement with his main principles. I have long felt that in our desire to attain scholarly accuracy we have unduly narrowed the freedom of reading; and, although I hold that some concentrated work is needed, that certain authors or portions of authors must be intimately studied in order to derive any true educational gain out of the classics, yet our reading is apt to be too minute and too exclusive. We have heard of young scholars who shrink from reading even the New Testament, lest they should debase their Attic style. At Oxford, in the years when I resided there, some progress had been made from the days of the Lord Chancellor. One speech, at least, of Demosthenes was read—a trifling advance, but still a real one. Now, however, any one who attempts classical honours is supposed to have made acquaintance with a considerable number of the Demosthenic orations. Again, as I remember Oxford, you might get a first class in classics without ever having opened Pindar or Euripides or Aristophanes, and so on through almost all the great classical authors. There, again, I believe there is improvement. But two books in particular, which once were read and enjoyed by educated men, have in recent times been almost sealed books to the ordinary English scholar—I mean Plutarch and Lucian; and I hope that the words of the Lord Chancellor about freer intercourse with such writers will not be unheeded. Again, I share his view in thinking that it is a mistake to demand strict grammatical accuracy from beginners, and that we should do well to launch them upon interesting books before they know anything beyond the barest elements of grammar. I would refer to a suggestive saying of Professor Gildersleeve of Johns Hopkins University, Baltimore. He sums up his view by the remark that in the early teaching of classics we should aim at securing three things—the Maximum of Form, the Minimum of Syntax, and, thirdly, what I think he calls Early Contact with language in the mass. Syntax certainly ought to come

by a process of gradual induction, and concurrently with the enlargement of the vocabulary. If we make right use of the great books which Greece has ready to our hand, books which kindle not only a literary interest, but a deep-lying human interest,—Homer, so fascinating even to a boy, the moment he gets into the heart of the poems; Herodotus, who appeals to the primitive story-telling instinct,—with books like these—and Lucian, too, may be added—the pupil can soon get started on Greek literature; and once he is well started, I have never seen him desist. The real trouble is that he so seldom makes the start. And yet, even our present system can claim much more than it often gets credit for. I read the other day, in a letter to the *Times*, what seemed to me to be a grotesquely perverse statement of the methods of classical teaching as now understood, expressed, too, with a passion and exaggeration which appear to belong to the language of science. Ardently as I desire that our teaching should be made more interesting and more generous, I do not for a moment admit that it is a purely grammatical and mechanical grind. I believe that in that process which some say is purely unintelligent, or at best purely grammatical and linguistic, we are often teaching what is of the essence of literature. Close attention to words and their combinations, precision in the use of words, accurate discrimination of their meanings—all this is literary training. And when you come to show the difference between the diction of poetry and prose, which has been emphasised by Professor Conway, you touch on one of the greatest and most fundamental of literary facts. A young boy will understand it by the help of his own language. For instance, he will see what Stevenson means by saying that “the word ‘hatter’ cannot be used seriously in emotional verse.” Or, again, he will soon feel that these lines of Wordsworth’s, in the *Prelude*, are not true poetic diction :—

On the roof  
Of an itinerant vehicle I sate,  
With vulgar men around me.

Similarly, he will, through the medium of translation into English, realise perhaps for the first time this profound distinction between the language of prose and poetry. At the beginning of the thirteenth *Odyssey*, King Alcinous proposes to bestow on Odysseus various gifts at his departure. In a certain translation of the *Odyssey* the words run thus: "Let us present him each one of us with a large tripod and a cauldron. We will recoup ourselves by the levy of a general rate." You would think you were in the borough of St. Pancras rather than in the court of the Phaeacians. In the same translation Telemachos thus addresses his mother Penelope: "Do not scold me, mother, nor vex me, seeing what a narrow escape I have had; but wash your face, change your dress, and go upstairs with your maids." Even this is hardly in the style of Homer. The pupil who gains a perception of such facts—mere elements of language, as it may seem—is already being initiated into one of the ultimate secrets of literature.

The Rev. J. B. LEE.—May I venture, as a schoolmaster who prepares boys for the University Local Examinations, to suggest that, however much we may appreciate the value of learning the classical languages for their literature, we must appeal first of all to the authorities of the universities to alter the character of their examinations. The first thing that a schoolmaster has to do in preparing for the examinations that are conducted by the universities is to teach the minutiae of grammar. Until we can pass our boys in the minutiae of grammar, there is very little chance of our succeeding in introducing them to the higher literature which we all should value very much. I think that, if we can approach the universities both of Oxford and of Cambridge, and the delegates who take the local examinations, as well as the joint board, to suggest that the knowledge of the literature should precede the knowledge of the grammar, we should then be more likely to succeed in stimulating an interest in the subjects which the papers have brought before us to-day. In this matter the lead must come from the universities.

Mr. J. F. S. REDMAYNE.—My Lord Chancellor, you called attention in your address to the study of the Byzantines. I think that that is a point which should not be overlooked, because it is just this period which lessens the gap between the classic age and the literature of the middle ages. Any one who has been engaged on historical research must know how difficult it is to fill up that horrid gap which exists between the classical time and the middle ages, and anything that can reduce that gap, and that can bring the classical time into more close touch with the beginning of modern times, must be of great value, and must tend to popularise Latin and Greek literature with the Philistine mind. I think that this point should not be overlooked, and that is my reason for getting up, just to emphasise it. Some years ago, when writing an historical essay at Oxford on the art of war in the middle ages, I found that most of my material lay in the study of the very latest works of the classical writers of the Byzantine period. I think that if some attention could be called to this particular period of classical study, it would be useful. We want every possible link between the classic period of Greece and Rome and the middle ages in order to help us through the dark age which lies between these two epochs.

Mr. WARREN.—I think that the Lord Chancellor suggested one method which not only those of us who are engaged in teaching and directing the studies at universities, but also those who are engaged in teaching the higher forms at schools—and I say more particularly the higher forms at schools—might follow up with some advantage. I think that we have to distinguish between what we have been discussing in the earlier part of the day,—the teaching of the elements and the teaching of students who cannot be expected to go very far—Army students—in Latin and possibly also in Greek, and the teaching of those more advanced students whom we find in the sixth form and in the eighth form and in the universities. I think that what the Lord Chancellor said applies more particularly to the latter. I may, perhaps,



assure him that the University of Oxford has gone some little way in the direction which he suggests. Professor Butcher could not tell you so well as I can tell you that, most fortunately for Oxford, the introduction of Demosthenes coincided with the introduction of Professor Butcher as a teacher, and Demosthenes has never lost the place which he ought to have, and which Professor Butcher has so much helped to give him at Oxford. It was the truth, I believe, that in the Lord Chancellor's time it was quite possible to get through Oxford without reading Demosthenes. I am very sorry to say that it is still possible to get a high degree at Oxford without reading a great many very eminent and desirable classical authors, and I think that all those of us who look at all at the general history must be struck with the fact that many of the great editions of great authors are so old. It is not quite the case so much now as it was a short time ago, that if you wanted an edition of any great classical author whose name was well known in the literary world, such as Longinus for instance, you had to go back many years either at Oxford or Cambridge before you found an English edition. Many of these great authors have been rediscovered, and are now being read and admirably edited, as in the case of Longinus. I need hardly allude to the admirable edition of Longinus by Professor Rhys Roberts. It is one of the best instances that I can give you of the way in which a forgotten classic has been rediscovered. But what I want to point out is that I think that one of the great reasons, which in some senses we must all deplore but which yet we cannot altogether avoid, why this is the case, is the effect of that *Was uns alle bündigt*, that which "keeps us all in fetters"—examinations. These great editions were produced before the days of examinations, and when such students as there were roamed more widely and more freely. I cannot venture to advocate getting rid of examinations altogether, but I think that we might adapt our examinations to allow of greater range. I want to advocate the encouragement of the reading of some authors apart from examinations,

more particularly at schools. I think that there are more opportunities there for enforcing reading than at the universities. We can only encourage it; but I think that at the schools, and at the universities too—but certainly at the schools—we might encourage the reading of some of those authors that lie rather outside the curriculum, or, at any rate, we might consult to some extent the taste and individuality of the pupil. And that is what I come back to. The Lord Chancellor, very naturally, with his oratorical instincts and interests as an Oxford student, I daresay, read Demosthenes. I have very little doubt that he did. I regret that it was not more read. I noticed how he fixed upon Demosthenes as well as upon Cicero. Well, some other students whose aspirations and tastes were rather different might have taken some other author and said, “What a pity it is that every one is not compelled, or, at any rate, encouraged, to read this author.” I think that we certainly might do something to try to adapt our choice of authors to the tastes of the individual. It happened that I made a little experiment during the last two or three years, which I certainly found, as far as I can say, very satisfactory. It is now the custom for many colleges to offer scholarships for history, and to set a certain number of passages from Latin and Greek for historical students; and I set myself to consider what was the kind of thing you would expect from an historical student who had some knowledge, but not a very great deal, of Latin and Greek, and who, presumably, as being likely to get a history scholarship, might be a person of intelligence. I thought that the kind of author which would give him the opportunity of showing whether he had general intelligence, although he might not have a very minute or accurate knowledge of Latin and Greek, was some kind of rather loosely written author—a later historian, say, either in Latin or Greek, who had a very interesting story to tell—not always quite true, perhaps, but often truer than is supposed, and who told it certainly not in Demosthenic or Ciceronian dialect but in an interesting and natural way—

the kind of thing which an historian often has to deal with. If an historian wants to read Latin and Greek, he does not want to confine himself to classical authors. He wants to be able to read the chronicles or the later authors, and so on ; and I think that the kind of authors which might be proposed to these people are the later Latin and the later Greek historians ; and I have certainly found, as far as I could judge, that the experiment has succeeded. Many years ago I was immensely interested in the story of Alexander. It fascinated my childhood more than anything else, and I read a book which consisted very largely of a reproduction of Arrian. Some years ago I tried Arrian himself and began at the beginning, reading it carefully and studying the language. Perhaps I was rather tired and busy, but I did not get on with it very far, and I thought that Arrian was a rather over-rated author. But I took him up again the other day with the idea of finding an interesting historical narrative, and I found it immensely interesting and exactly the kind of thing I wanted, and, as far as I could judge, the thing that students wanted. I do not know how far it would be possible, but it might be possible, in dealing with boys of a somewhat advanced kind, to consult their tastes, giving the boys of literary tastes an orator, and giving boys of historical tastes an historian, and giving the boys of poetical tastes poetry. I do not mean exclusively. I think that we ought to realise that there are dull authors and dull passages in the classics, and that there is great variety of intellect, and I think that we ought to be made to read some things that we do not like, as well as some things that we do ; but I think that we might do something in attempting to consult and develop the individual taste of the student, and that is what is very much suggested to me by the Lord Chancellor's most interesting address. I do feel very much that it is persons like the Lord Chancellor, who come to us from outside, and who have such a vast experience of life and can tell us what interests them, that can give us just that kind of help which we cannot get elsewhere. I very much wish that the influence

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of the Lord Chancellor could be brought to bear, not perhaps to raise the standard, though in truth it may want raising, but to widen the range of Oxford studies. I hope that the words of the Lord Chancellor may be taken to heart in his old university.

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### AFTERNOON MEETING.

The Association met again at 2 p.m., Professor BUTCHER in the Chair.

Professor ERNEST GARDNER moved :—

“That the Council be requested to nominate a representative committee to consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation.”

He said :—The present time is a critical one for classical studies, because their prescriptive right to be recognised as the basis of education is now being challenged on all sides. It is evident that in future they will have to stand on their own merits. I do not suppose any member of this Association will agree that in such a case they are likely to be discarded; but there is no doubt that, if they are to hold their position beside and even above more modern studies, our methods of teaching must be improved, must be brought more into accordance with modern requirements—must, above all, help both teacher and pupil to realise and appreciate more fully not only the language but the thought and life, the art and the history, of the Greeks and Romans. In order that a teacher may acquire and retain freshness and vigour in his work he must always be a learner also. Speaking for myself, I always feel that any course of lectures must be stale and unprofitable to my class if I have not also learnt something that is new, and I believe this is an experience which most teachers will confirm. Perhaps this is an ideal which it is not so easy to attain in elementary as in more advanced

teaching ; but I believe there is scarcely a branch of classical teaching on which some light is not thrown by the constant advance in our knowledge of ancient life and thought.

In order that a classical teacher may be able to profit by this constant advance, which makes the study of classics a living and not a dead one, and affords a stimulus to intellectual activity, two things are especially needful—first, a training that will qualify him to understand and to appreciate new theories or discoveries, and then the means to keep in touch with them during his subsequent career. For this first purpose, what is most desirable is that as many teachers as possible should get some insight into advanced investigation and research before entering on their scholastic profession, either by taking some kind of graduate study, of the type offered by some of our universities, by holding travelling studentships, by a term at the schools of Athens or Rome, or by other methods of widening their interests in their work and their outlook on life generally. In this way, even if they may not themselves, as is most desirable, enjoy the privilege of enlarging the bounds of knowledge, they will at least have learned to join in and to appreciate the work of others who are so employed ; and this will afford a stimulus, which will not easily be blunted, to their interest in their subject. Then the excellent practice, already found in several of our chief public schools, of giving a term off for study and travel, is an invaluable help, and deserves much wider application. Even in cases where such arrangements are impracticable, much may be done in the vacations by arranging conferences, discussions, and lectures. The experiment has been tried on a small scale, and was enthusiastically welcomed by those who took part, who found the change from perpetually imparting knowledge to absorbing it a sufficient relief to justify the giving up to this purpose a part of the much-needed holidays.

It is necessary to dwell upon this question of the means of bringing teachers personally in touch with the methods and conditions of discovery, because it seems to be a common

opinion that, in order to enliven classical teaching and make it more efficient, all that is necessary is to provide a certain amount of apparatus, in the form of wall diagrams, photographs, and illustrated editions of classical authors. These things are indeed useful, and some of them are indispensable, but much knowledge and discrimination is required for their proper use. The "illustrated classic," in particular, is sometimes a snare to the unwary. I have seen, for example, an Attic ship of the sixth century, obviously built for ramming, labelled "Ship of the time of Homer"; and again, that same ship, with all the conventions of drawing of the Greek vase-painters, was set to float on a frankly modern sea, on which it looked incongruous, if not absurd. For illustrations of the classics there are, I think, only two possible courses—either the illustrations must be from original drawings by a modern artist who has both historical imagination and archaeological knowledge, or else they must be reproduced as faithfully as possible from ancient monuments or documents without any modernising touches. Any attempt at compromise between the two is almost sure to be disastrous. Then, however, it must be borne in mind that the methods and conventions of ancient art are in many ways different from those we are used to nowadays, and, consequently, that some knowledge of these methods and conventions is necessary for the interpretation of ancient illustrations, hardly less than a knowledge of grammar is essential for the interpretation of the text of an ancient author. In my own experience, however, I have found that children are much more ready than grown-up people to catch the meaning of the direct and often naive representations of ancient art; and, with the help of a few suggestive hints from the teacher, they will find in such representations not only interesting illustrations of the author they are reading, but a new insight into the methods of ancient thought and the character of ancient life.

I need not speak of the illustrative material that is available for the use of teachers, because it is already enumerated

in the pamphlet on *Classical Archaeology in Schools*, by Professor Percy Gardner and Mr. J. L. Myres. The possibility of a more extended use of lantern slides in illustrations has already been dwelt on in Professor Percy Gardner's lecture of yesterday evening; it has the great advantage of concentrating the attention of the class on the required picture and of affording an opportunity for the necessary comments or explanation. In the case of illustrated editions, the illustrations should always be under the supervision of a competent editor with special knowledge, who should be responsible not only for any comments but also for the genuineness of the antiquities or pictures reproduced. A great amount of what has hitherto passed muster in school books is the work of the modern restorer, and of no ancient authority. For this reason a collection of illustrations under proper editorship, such as Mr. G. F. Hill's *Illustrations of School Classics*, is preferable to scattered pictures in school editions. I have dwelt mainly on the archaeological side of the matter; but in literature and textual criticism, in philology and in history, new discoveries or new theories are constantly coming to light; and it is of vital importance that these should as soon as practicable be made accessible to the classical teacher. These are matters which it will rest with a committee to consider. My object at present is to make out a *prima facie* case for the need of such a committee, and I now move the resolution to this effect which has already been read and circulated.

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The CHAIRMAN.—I would ask if some one would second this motion, and then we shall be glad to have some remarks or discussion upon it.

Mr. S. E. WINBOLT.—Mr. Chairman, I shall be very pleased to have the opportunity of seconding the motion made by Professor Gardner. It is very essential indeed, and one readily realises how important it is, to have the archaeological apparatus which he recommends; but, unfor-

unately, the teacher's time is very, very brief, so I would offer it, if I may, as a practical suggestion, that perhaps about once a term this committee which has been appointed should send round to members of the Classical Association something like a four-page pamphlet containing brief notes of books which have recently appeared, and freshly published photographs and accessible lantern slides. With regard to a vacation course, I should be very sorry myself to find much more employment for my vacation. I have, if I may with all modesty say so, spent the best part of this vacation already in attending educational conferences, and I see a great deal more employment of that sort before me in the immediate future. It think that perhaps Professor Gardner's suggestion for more vacation courses will hardly be welcomed by a great many hard-worked assistant masters. The suggestion for a good classical library I fancy to be a much more valuable suggestion. That is the only remark which I have to make.

Mr. R. T. ELLIOTT.—I should like to support the motion of Professor Gardner, but, if I may say so, I would rather support the motion than some of the points in his speech, though I have been very much interested in his statement. I think that Professor Gardner confined himself almost entirely to archaeological matters. Well, I fully agree that those persons employed in classical teaching should keep in touch with the most recent results of discovery and investigation; but it seems to me that, at the present time, in England, there is too much tendency to give excessive attention to archaeology, and that this is being carried to a degree quite out of proportion. It does not seem to me that a lantern slide representing an Athenian poker is a great help towards the appreciation of Sophocles. There are also other branches of knowledge which ought not to be kept out of sight, and I would like to mention especially one which is very much neglected in England at the present, a science from which we have learnt a great deal, and which is more neglected in England, I suppose, than in any country in Europe. I refer



to the science of Comparative Philology. A very great deal of importance has been taught to us by Comparative Philology, both as regards Latin and Greek grammar, which was not understood before, and also with regard to etymology. Yet the great bulk of our future classical teachers, if I may judge from Oxford, will be absolutely ignorant of scientific etymology as concerns Greek and Latin; for at the present time Comparative Philology in Oxford is practically dead. There are only, I believe, two, or at the most three men each year taking up the study of Comparative Philology at Oxford, and some of those are foreigners. I myself take special interest in Comparative Philology, and I would express a hope that, if this committee is appointed, it will, at any rate, not confine itself solely to the most recent results in archaeology, but will extend itself also to the department of Comparative Philology.

The CHAIRMAN.—We should welcome, I think, any observations, especially from ladies who are engaged in teaching, and from whom we have as yet heard nothing to-day. Is there anybody else who will address the meeting?

Mr. W. H. A. COWELL.—I should like, if I may, to make one practical suggestion as a teacher, and that is that it is very easy to lay too much stress on the utility of lantern slides. To those of us who are engaged in the ordinary form-work every day, a lantern slide is practically of no use at all. It is very useful for a Saturday evening, or an occasional lecture, when some person of authority who has explored for himself can explain it. But with everyday people it is not so. Therefore I hope that the committee will pay attention to helping us with something else than lantern slides; for example, photographs of places taken with discretion, and with something else than the eye of a professional photographer—photographs of a fair size which can be passed round. Such things may be a very great help to us. But lantern slides simply do not help in everyday work.

## LIGHTENING OF SCHOOL CURRICULUM 53

The CHAIRMAN.—If there is no one else who wishes to speak, I will put the motion.

Carried unanimously.

Mr. T. E. PAGE moved :—

“That having regard to the smaller amount of time which can now be devoted in schools to classical work, this Association ought to consider what part of the study of Greek and Latin is of lesser importance in order that attention may be more concentrated on what is essential.”

He said :—The impulse, the somewhat rash one, to bring forward this motion was stirred in me by reading the proceedings of this Association at its first meeting at Oxford. That meeting was opened by a brilliant address on classical study which lit up the subject with those flashes of poetry and imagination which I for one feel are more relevant to the subject—I speak almost with bated breath—than even the magic lantern. After that the society adjourned, I believe, for about three hours for luncheon, and the proceedings which followed certainly illustrated the meaning of the word “post-prandial.” Well, those scholarly methods—I might even call them scholastic methods—perhaps have their place in academic retirement, but here in London it did seem to me that we must adopt other methods, especially at a time when classical study as a necessary part of liberal education in this country is in a position of grave and critical danger. I believe at Oxford that a tender regard to the feelings of too emotional heads of colleges prohibited the very mention of the words “Compulsory Greek”; but when I consider the vote which took place at Oxford and the report of the Cambridge syndicate, it does seem to me that we must come face to face with this actual question, because, if once the universities give up the study of Greek, then I wish to point this out without one moment’s hesitation—that that study is doomed to perish in our great schools. I shall have to use a rather business argument for which I must apologise, but it

is a practical one. Few of you are aware how large the controlling influence in those schools is really financial. In the preparatory schools, which now have a great influence, financial conditions must prevail. They are often, in spite of their many merits, made a simple object of sale, exactly as a hotel is, and the question of ownership is certainly often not decided with any reference to educational qualifications. In the public schools the amount of capital invested is so large, and the permanent expenses are so heavy, that no school can practically face with equanimity any decline in its numbers, and I will venture to tell you what the result would be the moment that there was any such decline. That school would immediately endeavour to attract boys by issuing what might be called a "popular" programme. The fact would no doubt be disguised; for I believe that one of the qualifications for a head master is that he should be very competent in the use of euphemisms. He would begin to talk about "an age of progress." He would begin to speak of "modern requirements" and "the advance of science." And then, not without a tributary tear, the study of classics would be very tenderly dropped overboard. The process is already very rapidly beginning. Its start is always an Army class. The War Office, as you know, eminently and above all things wants brains; and however you interpret the verb "wants"—whether as transitive or intransitive—it naturally objects to the study of classics. It has already destroyed Greek, and it is proposing rapidly to kill Latin. And then, after the Army class, you get that modern side to which reference has been made to-day. It is continually growing, for you must remember that the tendency of parents is continually more and more to ask for such studies as are immediately, as they say, "paying." With the middle and the upper middle classes that is undoubtedly connected with the keen struggle for existence, and that struggle is going to be much intensified in the near future by the competition which boys in public schools will have to meet from scholars sent up from primary schools where, of course, the classics have not the slightest

influence ; while with the wealthier classes, under changing social conditions, there has largely vanished that traditional respect for literary culture which once existed, and they are strongly impressed by the need for that scientific or commercial capacity which is the source of their own wealth. Nor, I think, can an association which claims that literary training is an integral part of a liberal education, and that alike its historic basis and its best instrument is to be found in such teaching, neglect to consider these popular views, however unintelligent and however adverse to its own.

Side by side, however, with this tendency to depreciate classics, and with the increasing and perfectly just demand made upon the time of boys by other studies, there has, by a singular coincidence, occurred a very remarkable development in the whole scope and character of classical study itself. It is no longer what it was—chiefly literary ; but it has become largely concerned with questions which I hope I may call, without offence, and with strict accuracy, technical and collateral. I could mention to you a score of them. We had pronunciation this morning, and of course that is one little hobby. It is, we are told, so perfectly easy ; but I remember some thirty-five years ago being one of about five undergraduates who attended the lectures of the late Mr. Munro, when my object, I think, was not to learn, but to thoroughly enjoy the infinite difficulty and infantile delight with which he studied the subject which we have just heard is so eminently easy. Then there is orthography. When I was a boy I spelt as I pleased. Painful students have now discovered that every classical author spelt as he pleased, and that it is our first duty conscientiously to imitate each author in his eccentricities ; while the single rule of spelling which I have been able to discover is that that spelling is always to be preferred which may possibly lead some innocent mind into mistaking the sense. Well, I dare not speak of philology. Before you begin it, the very number and notation of the signs you have to learn and the sounds which you ought to

be able to produce strikes me, at least, dumb with amazement. I will not dwell on textual emendations which encumber the classical authors with myriads of conjectures which can only deserve for the most part a speedy oblivion. Nor shall I discuss the perplexities of syntax and those rival theories of the subjunctive mood which produce as many misunderstandings and rivalries and heresies as the doctrine of predestination itself.

Now, no doubt, all these subjects are intrinsically good and have their real merit, which I fully acknowledge; but I submit that they are like the ingredients of a plum-pudding, which, if you take them together and injudiciously, are not without a certain danger. "Erudition," a great scholar has reminded us—I saw the quotation in that admirable book with which Professor Butcher has just enriched the classical world—"erudition does not inform the mind," and when you look at the vast mass of material with which classical study has now to deal and consider it with reference to the lessening hold which that study has on schools, not merely from the prejudices to which I have alluded, but from the just and reasonable claims of other subjects, you must, I think, recognise that if it is to lead to useful results, if it is to be pursued in such a manner that it can be really defended, if that noble stream from which men in all ages have drunk deep draughts of living inspiration is not to disappear by dispersal into too many and secondary channels, then you must consider what is its chief aim, what in it is of real importance, and what it is which we may or indeed must prudently sacrifice. We must draw somewhere a clear line between what is essential and what is not, and largely in our universities and wholly in our schools we must confine ourselves to the former.

My motion asks you to recognise that fact. It is so simple in itself that it calls, I think, for no explanation, and it is so general that it may be accepted, I believe, by many of those who dissociate themselves, probably, very strongly from my particular views or the particular argu-

ments by which I recommend them. It would lead, if accepted, to the appointment of a committee. That committee should, I think, mark the subject as urgent. But my motion does not in any way endeavour to anticipate the result of the report of such a committee, so that so far, I think, it may commend itself to your unanimous approval.

But I should not be right, and it would not be just in me, to bring forward a motion such as this and not indicate my own view that, in spite of—or, rather, because of—the immense development of classical erudition to which I have referred, the real living and life-giving study of the classics is, on the whole, steadily declining. We know more about classical writers, and we know them less. Our monumental industry has overwhelmed them. Perhaps they do not suffer much from the attacks of their enemies, for I imagine that Professor Ray Lankester's letter two days ago was purposely intended to illustrate the need of polite learning. They suffer less from those attacks than from the injudicious kindness of their friends. We have piled up volumes over poets, philosophers, and historians, until the poor imprisoned spirit beneath is hardly to be heard uttering a faint and feeble twitter. One imagines Homer—if there was a Homer—praying anatomists and mythologists and lexicographers to let him at least speak for himself; or Virgil, in his shy way, suggesting that, after all, he was a poet, and that when he spoke of the Golden Bough it really was an invention of fancy. And one can think of Horace faintly hinting that, though he was only a versifier, yet he did prefer to have his modest verses not rewritten in what he prophetically and not improperly calls "horrid Germany." Well, I rather pity those poor ghosts. They have ceased to be what they once were, old familiar friends, often misinterpreted, but always loved. They no longer live upon the lips of men in happy quotations either in the senate house or in society. But, on the other hand, we do visit their sepulchres, we offer them all the resources of photography to illustrate their

meaning, and we pay them the perpetual tribute of our emendations :—

*His saltem accumulem donis, et fungar inani  
Munere.*

Fifty, or thirty, years ago it was otherwise, but to-day certainly—well, “much learning” perhaps does tend to proverbial consequences; and, unless we can get the separate departments of classical study first simplified and then subordinated to the one main end of getting students to know and understand and love at least something of what is best in the great masters of antiquity, classical scholarship will become chiefly the concern of academical specialists, and will cease to be an ennobling and inspiring influence in the working world.

As a schoolmaster at least of long experience, I cannot but ask myself what is the influence which the classical teaching of to-day exercises. Has it, first, that formative and then that quickening power which it ought to have? Does it really strengthen the intellect and inspire the living enthusiasm for learning? And the answer is only very partially satisfactory. As a means of mental training it still remains one of the most efficient instruments, and its work compares favourably with anything that has yet been achieved in the teaching of modern languages, although the benefits of learning Latin syntax are less immediately obvious than those of conversational French, or of that most hideous of things, commercial German. But when it comes to a real acquaintance with classical literature it is another matter. Even among the higher forms, to find a boy reading, as Lady Jane Grey did, the *Phaedo* for pure delight would, I think, be very remarkable. Independent reading of writers, even like Horace and Virgil, is exceptional; and even in history the actual authorities seem to be the least esteemed, and every puny and new modern critic is preferred to the original texts of Tacitus and Thucydides.

But, if such things exist in the higher forms, below them a real interest in classical literature I venture to say hardly exists. Of this there are many causes. We want better teaching, and we want the capacity for teaching accounted to be the highest, and not, as it is, the lowest consideration in those who profess to teach. I could mention other causes, but they do not concern this Association. But one cause does concern it, and that consists in the plain fact that, with other studies, it is entirely beyond the average boy to deal thoroughly with two ancient languages. After a boy has done Latin accidence, Latin syntax, and Latin composition, to impose upon him a like and equal burden in Greek is to impose upon him that which, upon the large supposition that he has the desire, is certainly beyond his power to bear.

I am myself satisfied that, if classics are to be retained, one first reform must come, and that is to limit almost all grammatical teaching and almost all practice in composition to one language, that language being Latin, and to make some real effort to give boys at least some touch of interest in Greek literature. I was delighted to hear the same remark repeated again and again this morning. Think of the time we waste now in learning obscure and utterly unimportant Greek forms, or studying a ludicrous grammatical jargon. I remember being once rebuked for not knowing what parataxis was. I mistook it for a disease, and I said that I could only say that I had not had it. But my colleague looked upon me as a very ignorant person. And then, added to that, think of the continual trouble of turning English—often absurd English—into equally absurd Greek prose. Or think of measuring iambics by a sort of foot-rule into hopeless and halting verse. Greek composition is an admirable thing, and, though it is now fashionable to decry it, I always think that it is the surest test of Greek knowledge; and I always think, when I wish to pay a tribute of respect to one of the greatest scholars and teachers of the classics that ever lived—that was the late Dr. Kennedy—



that there is no better proof of the soundness of his teaching than that, in his day, no boy at Shrewsbury ever condescended to practise Greek prose. But undoubtedly to set young boys to do it is to ask them to make bricks without straw ; while to vex them to death with a subject so complex as Greek grammar is to make them wholly sceptical as to the possible existence of any good in connection with so much evil.

Those are the remarks that occurred to me, and they have been made perfectly independently ; but I was very pleased to hear them reinforced this morning by the opinion of at least one eminent authority, whose judgment, though it is sometimes disputed, is, I believe, final. And I was also glad to hear them everywhere supported by almost all the speakers on this platform. But I did accidentally, a day or two ago, find an authority which is even greater than any of them, for I turned to Milton's Tractate on Education, and I find there these words : " And though the linguist should pride himself to have all the tongues that Babel cleft the world into, yet, if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother dialect only. Hence appear the many mistakes which have made learning generally so unpleasing and so unsuccessful ; first we do amiss to spend seven or eight years merely in scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year. And that which casts our proficiency therein so much behind is our time lost, partly in too oft idle vacancies, partly in preposterous exaction, forcing the empty wits of children to compose themes, verses, and orations, which are the acts of ripest judgment and the work of a head filled by long reading and observation. What they need is judicious converse among grave authors, digested, which now they scarce taste." And he goes on to say that what they require is, " by certain preparatory grounds of speech, by their certain forms of

speech got into memory, to be led into the praxis thereof in some chosen short book, and so to proceed to the substance of good things and acts in due order, which would bring the whole language quickly into their power," this being "the most profitable way of learning languages, and whereby we may best hope to give account to God of our youth spent herein."

It is not the business of classical education to produce great scholars and eminent specialists, but it is its business to send out into the world men who, amid the hard and sometimes sordid conditions of modern life, have some real love of letters, who can sometimes turn, not unhappily, from the turmoil and the stress, to Homer, Sophocles, and Plato, or even to that splendidly ungrammatical but always beautiful Greek of the New Testament. It might be done now, and it was done when men had only simple and bad texts, when commentaries and professors were few; when there were no Argonauts, no kodaks, and no Greek plays; when, somehow, unallured by what was external and unimportant, they did come into living touch with that which is living and immortal. And, unless we achieve something of the sort—unless we make the study of Greek, partially at least, a real, living, and inspiring thing—then that study is doomed, I believe, to a rapid and deserved decay. We shall find that we have mistaken our aim; that we have grasped at what seemed to have form and substance, and found that it was unreal; that we have set the letter above the spirit with pious but erring zeal; that we have been anxious and troubled about many things, but have been wanting, perhaps, in that whole-hearted devotion only to what is best and highest, which, alike in the intellectual as in the moral world, is the perfect way of wisdom and of life.

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The CHAIRMAN.—Before we go on to a discussion of the brilliant and charming address which we have just heard, I think that it would be, perhaps, convenient to have the

other paper which is on our programme read, or at least the motion proposed, and the discussion can follow both papers.

The Rev. W. C. COMPTON.—If, in undertaking to do a little spadework of a very humble order, I have ventured to rush in where others have feared to tread, my feeling has been accentuated by the eloquent and epigrammatic dirge which we have just listened to with such unanimous delight. I have nothing to offer to this Association in the way of an oration to delight your ears. I have nothing but a very simple and humdrum proposal to make, but it is one which I venture to think is very humbly conducive towards one of the things which this Association has in view. You have before you the resolution which stands in my name. Having, I hope with due diffidence, suggested to the honorary secretaries, in reply to their appeal, that a motion on the "Revision of School Grammars" was one which I should like to see laid before the meeting of the Association, and, in the absence of some one better qualified, was willing to move it myself, it was with somewhat mixed feelings that I found myself announced on the agenda paper as charged with a "paper and motion." I felt like one who had had greatness thrust upon him, and my first resolve was merely to move, with due brevity of explanation, a resolution I had drafted. But when I was further requested to furnish an abstract of my paper to be circulated at the meeting, I found myself unwillingly drawn into writing a paper to correspond, more or less, with the abstract I was directed to produce. I am well aware that my task is that of the navvy with pickaxe and shovel when I follow the exquisite work of sculptor, painter, and architect, to which we have all been listening with delight.

With this apology for presuming to read a paper at all, I will address myself to the subject of my resolution.

Following the general trend of the opinions expressed at the Oxford meeting last year, and in particular by Mr.

Headlam, in favour of using the Classical Association as an engine for the reform of the methods of teaching classics in schools, one was led to entertain a definite hope that, as a first result of the discussion, our school grammars might be revised in such a way as "to lighten the ship" for the average passenger toward Parnassus or Helicon, by throwing overboard, so far as he is concerned, all useless or exceptional rules and forms.

It was pointed out by Mr. Headlam that "the great weakness of the classical system, the characteristic of all modern work in classics, was the predominance of the tendency towards the perfection of style, analysis of language, grammar, and stylistic criticism. . . . A boy who had attained the very highest honours had told him that when he used his classics he never thought what the books meant . . . his attention having been directed by his masters [as Mr. Headlam remarks] only to those grammatical points essential for the examination for which he was preparing himself." Hence Mr. Headlam arrived at the conclusion that "the first problem . . . was the problem of grammar." And it is my hope that this meeting may conclude its labour by at least one practical step towards solving this problem.

We have made some advance since the unknown had to be learnt by means of the unknown. We no longer make our pupils learn Latin grammar through the medium of the Latin language. But we are told by Professor Ray Lankester, in a letter in Thursday's *Times*, that "the exercise, which, in the compulsory examination passes under the name of Greek, consists *first* of an arbitrary collection of words, many of them obsolete, others fictitious, put together as Greek grammar by schoolmasters of the remote past, to be committed to memory, without rhyme or reason, by schoolboys."

There we may pause. I am not concerned with the learned professor's invectives, in which, by a wholesale denunciation of "pedagogues" *et hoc genus omne*, he may seem to weaken his attack on Compulsory Greek. These invectives find an answer in some remarks by Professor Butcher, reported in the

same sheet of the *Times*: "Was there ever a profession of which so much was demanded—so many gifts, human and divine—and all for a minimum wage."

Let us simply take the science professor as representing a learned view of our present methods of teaching Greek to the pass-man or the average schoolboy, who, as we are told, never attains to any taste for classical literature. This view is expressed still more violently by another learned professor in a letter to the *Times* that appeared on Wednesday. There Professor Clifford Allbutt says: "If, in the most indulgent use of language, I could admit that the common run of boys at school learn Greek fairly well—nay, that in the five or six precious years given to it they get but a quality or a tincture of it—well, then I might be content. . . . To suppose that boys carry away from school any Greek—be it letter or spirit—is, in respect of the mass of them, grotesque."

From these typical quotations we may take it that the attack from the side of science is not on classical learning, but on the schoolmaster's antiquated method of teaching first and foremost a grammar, so-called, which consists of an arbitrary collection of words, many obsolete, others fictitious, put together to be committed to memory without rhyme or reason.

The first question then for us is whether the charge is just; the second, how, if so, it may be remedied.

Now grammar may be treated either as the necessary help towards understanding a language, or as a science for the advanced student. Is there any reason why both classes should not be catered for in a school textbook? As far as the former is concerned, I believe most of those who have had experience in teaching the average boy—the boy who does not develop into a scholar—will allow the *charge preferred is not unjust*. Our boys of the fourth form—not to say of the preparatory school—have to master endless exceptions and out-of-the-way forms in order to meet the requirements of the examiner, whether in the school grammar-

paper or in a public examination. And this is mainly due to the presence of all those exceptional—"obsolete" or "fictitious"—forms in the grammars we place in their hands:—

How oft the sight of means to do ill deeds  
Makes deeds ill done !

Can we not, by a revision of the textbooks, remove the sight of these means of corrupting the youth and ruining their education? This Association has set before itself, as the second of its objects—Rule 2 (*b*)—"To improve the practice of classical teaching." Let us not be deterred by any fear of infringing the vested interests of those who have come to regard the grammar books now in use as a *κτῆμα εἰς αἰεὶ*, from which they and their posterity may for generations to come derive well-earned support.

I remember a good many years ago, when the head masters in Conference were debating a revision of the Latin primer, how a pathetic appeal was made to the Conference to refrain from bringing down Dr. Kennedy's grey hairs with sorrow to the grave. And I am well aware that there are distinguished officers of this Association who have laboured successfully—I trust also profitably—to supply the needs of our pupils. But I trust that both these and their publishers may be induced without great difficulty to lend their support to any scheme approved by this Association.

What is it, then, that I would propose? May I answer the question by a comparison? We have seen within the last few years, as an outcome of pious opinions expressed by the Mathematical Association, the book market flooded with revisions of Euclid and other methods of geometry. I suppose there will be a survival of the fittest, and before long one or other of these will be accepted as *de facto*, if not *de jure*, Euclid's successor. I ask that the Classical Association should do the same for grammar. The same, and yet more. That it should express to-day a pious opinion that the task of teacher and learner may be expedited and rationalised, and that it should go one better than the sister

association, by undertaking the task through a committee of its own. And I trust that such a committee, if appointed, may contain the names of the two honorary secretaries, who are authorities on grammar.

As to the precise form such revision should take, I am well aware that I shall be asked what, as a practical teacher, I recommend. I have no hesitation in asking that the form of the textbook of the future—a grammar for beginners who will never gain scholarships, as well as for those who may hope to do so—may be one in which the indispensable minimum may be distinguished clearly, not by difference of type only, from what may be disregarded by beginners or the lower forms. Let this minimum, when competent judges have decided what it is, be printed large and clear on the left-hand pages of the book, as far as possible in tabular form, with the meaning in English of every word given. Remember, we want to make the beginner's task as rapid and as easy and attractive as we can. A great deal depends on an arrangement that the eye can readily take in. Many of our failures are due to neglect of this. Facing these essentials, on the right-hand pages, I would arrange all other matter that cannot be omitted altogether. Thus the right-hand pages would supplement, and supply a commentary on, the few clearly printed forms and rules that would be given on the left-hand pages. Such supplements would contain lists of words declined or conjugated in the same way as the forms given *vis-à-vis*, as well as all unusual or exceptional forms and uses.

I need not labour the point by fuller detail. As a practical teacher of average boys for upwards of twenty-five years, I am sure this method—which I have tested in the case of one section of classical grammar—is preferable to the use of small print interspersed among larger type, or the relegation to appendices of what is considered supplementary. The former confuses the eye and mind, and the latter is apt to put out of mind what is out of sight.

Let us not forget that our aim is to make Latin and

Greek, as literature, accessible to our pupils at the earliest age, and with the least deterrents possible. I am aware that some whose aims are those of this Association will object that we are in danger of softening our pupils by making everything too easy for them. The argument is not without its value. But we have entered upon a struggle in which our defeat will mean, not that the many will have little or no classics taught them, but that the many will have no chance at all of learning Greek, and later on a large proportion will also have Latin put out of their reach. Many a distinguished scholar has been educated at the minor public or grammar schools, and probably a great majority of the clergy. If Greek is made impossible at these schools, the future scholars will be confined to the ranks of those who can go to the great public schools, and the bishops will be forced to ordain men who have either no knowledge of the Greek Testament, or have only acquired a cram knowledge, of the Little-go kind, that has been held up to scorn. "A boy's mind can only absorb a certain number of things at once," and if we insist on his struggling, for the sake of "enduring hardness," with a mass of unnecessary and distasteful memory work, we must deprive him of much that he might attain to in the shape of literary enjoyment. The ship must be lightened, that we may "concentrate our classical work on what is essential." What can we spare so well as the "obsolete and fictitious forms put together by the schoolmasters of the remote past"? May I conclude by a quotation from the eloquent appeal by Professor Conway which brought to a close the discussion at Oxford of the "Reform of Classical Teaching in Schools":—

"We must realise that our ideal is to teach our boys and girls to understand and care for classical literature from the beginning, in the same way as we would like them to know and understand our wisest and noblest friends. . . . If we can make the literary, human side of the study felt from the very first, it will do a great deal towards accomplishing the reform that is desired."



As a step in this direction I beg to move the resolution which stands in my name:—

“That, to give effect to the principle laid down at the Oxford meeting, it is desirable that school grammars should be so revised as to lighten the burdens of beginners by separating the indispensable from the more exceptional uses.”

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The CHAIRMAN.—First I must ask if this resolution is seconded, and then I think that for convenience sake we may have the debate on both resolutions together. They run in the same direction in some measure. I must ask if Mr. Page's motion is seconded.

Mr. R. L. LEIGHTON.—I shall jump at the chance of seconding Mr. Page's motion.

The CHAIRMAN.—Now is the motion just read seconded?

Dr. ROUSE.—As a point of order, is it possible for both motions to be before the house at the same time? Would it be possible to combine both those motions in one form of words? They seem to me to tend in the same direction.

The CHAIRMAN.—I quite admit that it is rather informal to have two motions before the house at the same time. Perhaps we may discuss the papers together, and then let the motions be moved separately. I think that that might be done. I will not therefore for the present put either of the motions to the house, but merely invite discussion on the two papers.

Professor CONWAY.—I should like to point out that the committee to be appointed in consequence of Mr. Page's motion might definitely report in a way which would be hostile to the motion proposed by Mr. Compton. They are not so harmonious as you think. They obviously are separate.

Dr. D. B. MONRO.—I have not come prepared with anything to put before the meeting, but I have listened with great interest and admiration to Mr. Page's paper, and

I am sure that it will meet with a chorus of approval from the Association. I agree also, I think, with nearly everything which Mr. Compton has said. Whatever we may say as to the question of form, some way of carrying out what Mr. Page indicated is desirable. We may take the most obvious point first—the simplification and reform of the grammar. I had some experience of that a few years ago. I was asked at Oxford to look at the grammar which was then mostly used in this country, the late Bishop Wordsworth's Greek grammar, and certainly at the first glance I thought that it admitted of very considerable simplification. For instance, there was a very long chapter on the irregular verbs, and I made the experiment of going through it and drawing a pencil through all the forms which did not exist at all—which were fictitious, never had existed at all, and were not to be found in any good author whatever. Out of a quite moderate number of pages I found five or six whole pages which could be saved by this simple process. That is an example of the sort of proceeding which would be advisable, I think, in the case of Greek grammars. And you might go beyond cutting out forms that are not used at all, and leave out a good many that are very seldom used or practically not used. As to some of the other subjects—for instance, the subject of Greek syntax and the subject of comparative philology, I should say that I regard these as very interesting branches of science. They are, as Mr. Page said, very important subjects of human study, and have very great interest, chiefly in connection with psychology, and I think we might treat them accordingly; but we should not expect of any boy all the refinements of Greek syntax, or the explanation of the origin of Greek idioms, any more than we should expect boys to understand experimental psychology. These subjects are really branches of—I was going to say, natural science; but I do not quite like that term, for they belong rather to an historical and psychological science than to purely natural science. Therefore I do hope that we shall make progress in this direction, partly by

dropping things that ought never to have been there, and that we ought to get rid of in the attempt to make grammars consistent with the facts of the language, and partly by postponing these difficult and interesting subjects to a much later stage in the young man's career. I think that if that was done we might lighten the ship to a very considerable extent, and possibly succeed in making the study of Greek sufficiently easy, as well as interesting, for the purposes of education. I feel that the prospect is a rather dark one at the best; but one does not wish to despair prematurely. I think that it is rather doubtful whether it will be possible for many more generations to keep up the study of the greatest literature that the world has ever produced, and we shall have to put up with some second-rate literature for the education of mankind; and all I can say is, that we should at least give ourselves the satisfaction of doing what we can to avert such a catastrophe.

Professor POSTGATE.—I have so much sympathy with what Mr. Page and Mr. Compton have said that I feel it difficult to offer any criticism. I gave expression some time ago, in a paper which some members of the Association may have read in the *Fortnightly Review*, to sentiments which are in fundamental agreement with those expressed by Mr. Page and Mr. Compton. I pointed out in this article that the school curriculum was overloaded in the matter of teaching composition, and made suggestions for lightening the burden. I find in Mr. Page's abstract of his speech that he says, "I should myself study accidence, syntax, and composition fully in one language"; but I fail to gather from his remarks whether he intended to include verse composition as well as prose composition. Perhaps he will let us know.

Mr. T. E. PAGE.—I mean to include both.

Professor POSTGATE.—Then I think that there should be this limitation. You ought not to expect verse from the unpoetical student. By "verse" I mean some approximation to poetry. I think that in that respect verse composition should be taught only so far as necessary to enable the pupil

to appreciate the rhythmical or metrical character of the author from whom he is translating. For the person who has even the smallest spark of the inspiration of Parnassus I can imagine nothing better suited to develop it than the study of Latin verse. But for the dull student I can imagine no occupation more unfruitful and deleterious. There is another point which I should like to refer to, because it is touching incidentally upon what Mr. Compton has said ; and although we are not formally discussing his paper now, I wish to spare the audience a second speech from myself. It seems to me that, although the need of lightening of the grammatical load is most important and most urgent, yet there is another which is more important and more urgent still, and that is a new Latin dictionary. It is difficult to find language to express properly the shortcomings of the large lexicon which holds the field in this country. I refer to Lewis and Short. I am aware that the university which has thrown over it the aegis of its name is labouring under a very heavy load in respect of the New English Dictionary, and therefore I wish to say nothing but what is necessary on the subject. And this is that we should have as soon as possible a dictionary which states correctly Latin usage in a form adapted to schools—that is, in the simplest possible form—and that there should be eliminated from that dictionary all the examples of a phenomenon which is so strange that the late Henry Sidgwick, who had travelled widely in all regions of thought, declared it to be impossible—the appearance in the same article and under different heads of the same quotation with different meanings assigned to it. Yet this occurs in a number of cases. On such occasions the first quality in an official speaker is brevity, and therefore I shall leave these two suggestions to the meeting, again expressing my sincere agreement with the general lines taken by the two speakers.

The CHAIRMAN.—We should be very glad to hear something more from persons engaged directly in school teaching.

Mr. S. E. WINBOLT.—May I have the opportunity of

saying a few words on this subject in support of Mr. Page's motion? I might with deference say that I consider this question of finding out what is essential in classical teaching the most important one which this Classical Association can at present deal with. I spent some few minutes last night, before I knew what line Mr. Page would take, in jotting down a few points which I thought were the essentials of a classical curriculum as I happen to know it. This is very largely a question of time-table, and also very largely of the middle forms of schools, before specialising in mathematics or classics has begun. What is the normal distribution of time in such forms? Out of about twenty-four hours in the week, I think perhaps on the average ten hours are spent at the most on classics; mathematics, eight hours; French, three hours; science, two hours; and drawing or any other subject, one hour. How, then, can you distribute your classical ten hours? To one Greek book and one Latin book you could hardly allot, I take it, less than two hours each. This will account for four hours. For four compositions, which are done in a great many fourth forms, we shall want at least a hour and a half apiece, and this accounts for another six hours: so that our ten hours are already run away with. What becomes, then, of the demand of grammar, which certainly requires two hours; or of history, ancient and modern, which can hardly have less than a hour and a half: and English literature, which certainly requires a hour and a half? These subjects really must be taken at present by the classical masters, so that we are some five hours to the bad already. But let us leave this side of the question for one moment to consider what it is *a priori* desirable to retain in the teaching of classics. We have four divisions to consider—translation, grammar, composition, and history and literature. First and foremost, then, most undoubtedly, we must retain the study of the actual text of the great authors. Our motto might be, I think, a plain text and plenty of thought. For instance, what can be more valuable than the efforts connected with

two or three chapters of Thucydides with a plain text? I am often asking myself why we are so feverishly anxious nowadays to bring to our pupils from the outside that interest which is best begotten of their own brain-cudgelling. Mr. Page quoted from Milton. May I be allowed to quote from Cowper, who knew a great deal about the public schools of his time? He says :—

Habits of close attention, thinking heads  
Become more rare as *education* spreads,  
Till *teachers* hear around one general cry—  
Tickle and entertain us, or we die.

I have adapted the quotation by the alteration of two words only. Well, I think translations for middle forms should be from selections and arrangements, but these must show clearly the thread of the thought. If they do not, the unity must be preserved by some other method—by the use, I suppose, of English translations to fill up the gaps. And in dealing with translations there should always be two methods running side by side : first, the intensive, in which detail is the object ; secondly, the discursive, in which the general scope is given, and in which the subject is regarded as a whole. If we have secured thus much with regard to translation, we have secured that which is the most important part of a classical training. Next in order of interest comes grammar—inductively taught, of course, and perhaps on the method which Mr. Compton has been recommending. But it is not of so much importance in itself, surely, as because it is the necessary basis of reading and composition. Now, my third division is composition. We cannot afford to sacrifice Latin prose. That is very obvious, for various weighty reasons. The other three compositions seem to me to come in the following order of importance. First, Latin verse ; second, Greek prose ; third, Greek verse. Now, when we look calmly at what is desirable in relation to our time-table, we must see that we cannot get our quart into our pint pot. Which part of the cargo are we to throw overboard? Translation?

Decidedly not. Grammar? We cannot. History and literature? Certainly not. Then, undoubtedly, it is the composition division which must be relieved. Latin prose must be retained. Now I once more look at my revised time-table. Translation, four hours; grammar, one hour perhaps; history and literature, two hours; Latin prose, two hours; some other composition, perhaps one hour—or I would prefer myself, with Mr. Page, to put that one hour on to the grammar and get two hours for that subject. So we should get translation four hours, history and literature two, grammar two, and Latin prose two. I think it is perfectly obvious that, both for boys and for masters, and for everybody connected with classical teaching nowadays, our present scale of classical composition is altogether excessive.

Mr. R. T. ELLIOTT.—I should like to make a very few short practical remarks in support of the two motions, especially in support of the second motion. I think that an altogether excessive proportion of time is devoted at our schools to the study of grammar. With regard to the question of grammar, Greek grammar especially, I hope that something will be done to lighten very considerably the burden imposed at present. A great many forms are put down to be learnt which hardly ever occur in our practical experience, and which ought to be eliminated from the work of boys who are not going to a high standard in Greek. Another practical point I should like to suggest is that the irregular verbs to be learned ought to be largely reduced in number, and that they should not be classified, but put in alphabetical order. For practical purposes, if you give a pupil a page of verbs to be learnt, all of the same type, he can learn that day quite easily twenty or thirty of them, but subsequently he knows practically nothing of them. The only way to learn them practically is to learn them in alphabetical order. In the next place I think that a large amount of our grammar might be postponed to be dealt with simply when studying particular authors. Though I am very much interested in Attic, I think that too

much time is devoted to the worship of the Attic dialect exclusively. In fact, in a short time it will be difficult to know what Attic authors we shall have left. We are told now that Thucydides is not to be taken as a type of pure Attic because he shows traces of the influence of the Ionic dialect, and that Xenophon is not to be taken as a type of pure Attic to be imitated because he shows traces of the Doric dialect. I think that dialects were made for man, not man for dialects. If we are to retain the study of Greek for any length of time, we should not worship the Attic dialect, or even the Attic writers, so exclusively as we do at present. I think that a great deal of Xenophon is very uninteresting to boys, and a great deal more useful result might be gained by encouraging them to read authors who are now neglected, such as Homer, Herodotus, and Plutarch.

Professor RONALD M. BURROWS.—I should like to make a remark or two first about grammar, and I make it because I am not writing any Latin or Greek grammar myself, and I can do it without personal prejudice. I cannot help feeling that there are grammars in the field which cover the ground pretty well. Mr. Postgate is right in saying that what we want first is a Latin dictionary. If Mr. Compton would look round at two or three Greek grammars which already exist, he would find that, by a little bit of leaving out, we can get all that we want. Teachers must use their own discretion about leaving out. In Scotland and Wales we often have to teach people who are late beginners. It is quite an ordinary thing, and we can scarcely expect to get anything else. We are prepared to find that a student has been to a science school, and had nothing but a scientific education. If it is a good scientific education we are very glad to get it, and we are quite happy to teach Greek in three years. The chairman will bear me out as regards teaching in Scotland, and I think also that the authorities of women's colleges at Oxford and Cambridge will bear me out. But though we often have to teach Greek in three years from the alphabet, we do not ask



for a new grammar. We use the existing grammars, such as we can get, and we leave out. For an instance, take one simple point. After students have been working for perhaps about a month, the best way to teach them a few verbs is to ask: "What English verbs do you think the most common?" When they have thought of twenty or thirty of the most common English verbs, one gets them to find out the Greek for them and learn them. You take the verbs you know best in your own language, and they are practically certain to be the verbs most common in the other language; and then it does not matter whether they are regular, or whether they are irregular. Mr. Compton makes what is, of course, a pertinent criticism—that this does not do with little boys. I am not sure, however, that it is true. I know one or two teachers who work on these lines with quite young children, and in Latin, at any rate, some of the little books already published can be used more than they are—those, for instance, that have been edited by Mr. W. S. Jones. I am sure that we need not be anxious and think that everything depends on the making of a new grammar. Simplification is in the air. There are plenty of books being published with simplifications.

Leaving that subject, may I put in a plea for Greek prose? It seems to me that it comes distinctly before Latin verse. In Scotland, and in Wales, where we practically never attempt to teach either Latin or Greek verse, we always teach Greek prose, and we expect students to be able to get on to continuous narrative in their second year. They can do it and do do it, and turn out very respectable prose. Is not one of the reasons why we find Greek prose too hard because we set people such extraordinarily difficult English? I remember in my own case, when I was at Charterhouse, that entering the sixth early, probably too early, when I had really done nothing except little sentences, I was turned on at once to pieces of Burke. Mr. Page did not take Greek prose! Well, it was really a monstrous thing to send one on to Burke when he had only done little sentences. I had not

really mastered English; much less was I able to turn it into Greek. But if people would choose pieces of quite simple English, more or less akin to the Greek authors which have been read, I think that you would find that Greek prose would be an intelligible and simple thing to do. I do not believe that you will get a great deal of interest in literature if you altogether debar people from the chance of composition.

In conclusion, may I allow myself the pleasure of thanking Mr. Page. I rather fancy that I am the only one of his old boys in the room—I do not see any other—and it is a special privilege for me to have the opportunity of thanking him. But in thanking him may I raise a slight protest. I think that the reason that we boys found Mr. Page a great teacher was not only because of his personality, but also because we knew that he was working. I am not sure that Mr. Page himself realises the effect of that upon the boys. We knew that he was working, and we felt pride and pleasure in his abilities, and were always wanting to know what he was going to do next. It was a privilege when he would do a fresh, fair copy. That is the effect of a teacher doing original work, and going at it fresh. Is not that one of the surest guarantees for the life and the future of a subject? I will very humbly ask Mr. Page to consider this point. This is an age of discovery. The scientific spirit has come into classics, and perhaps the majority of scholars who are doing original work have their attention diverted to these other branches—to archaeology, to a side of history which borders on archaeology, to comparative philology. Now you cannot altogether turn the thought of an age. "The spirit bloweth where it listeth." There are great epochs of interest in particular subjects and in particular branches of subjects. The great thing, I think, is to have people working at something—at some branch of a subject; and I should, I say again very humbly, represent to Mr. Page, that the real enemy of the literary spirit, as to the vital importance of which I entirely agree, is not the living, keen work of the archaeologists, or the comparative philologists

or the grammarians, but the apathetic, athletic-loving spirit of the man who does no original work at all. It is that which has made our public school teaching on the whole so much more barren than it should be. It is that, and not keen specialisation on this branch or that branch of the subject. Certainly, as I have said, when we were boys at school, I remember well the way in which we used to talk about Mr. Page. What attracted us was the fact that he was a worker, that the thing which he was really keen on was his work. The work was not merely his business and his profession, but it was his love. It is so with two other distinguished men with whom I have been thrown into contact in more recent years. One is Mr. Gilbert Murray, my chief at Glasgow. We realised last night, when we were listening to him, that here is a man who is alive and working, and keen on making literature real and vital to us. Yet let us remember that Mr. Gilbert Murray, for all his literary form and his poetry, finds one of his main interests in the higher criticism of Homer. We feel, I think, when we read his *Greek Literature*, that he is largely meeting and answering the point of view which you elder scholars take, that the higher criticism of Homer spoils our love for Homer. "No, it does not," he seems to say. "It makes us love him all the more." Those of us again who at Cardiff saw the work of our late Professor of Latin, and the way that the ordinary students regarded him, know that it was his comparative philology, very largely, which gave life and grip to his teaching. The pass-student actually liked it! What we have really got to do, then, is to go ahead and see that we are keen on our subject and not mind the particular branch which we take up. That will inevitably depend on our natural inclination, and the spirit of the age. Let us try not to be pessimists. Mr. Winbolt has quoted Cowper as criticising what was wrong with classical teaching in his day. When did Cowper write that? Why, it was in the good old days when all these things were different. He apparently thought that things were going to the dogs then. I believe that a

hundred years hence Greek teaching will be alive—yes, and that it will be even broader and more real than it is to-day.

Mr. A. S. OWEN.—There is one small point which I should like to raise. I very heartily agree with Mr. Compton's motion, but two or three words fell from him which have not been taken up by anybody, and with which I should certainly disagree. He said he would have on the left-hand page the English, under or against every word of the classics. I think that there are two great objections to having the English against every word in the classical examples in the accidence. The first is that it fills up the space, so much so that the Greek and Latin words cannot catch the eye in the same way. And the second is that it is a serious danger. It leads boys to give a stereotyped translation to the particular case or tense or mood. There is a very great danger of its producing a wooden translation of the words owing to the reiteration of the "by" or the "from" with the ablative, and the reiteration of the "would" or "might" with the optative against every form and on every page. Conceive the inelasticity which you get in the translation of small boys. Speaking on this subject of grammar and the desire for simplicity, may I say that I hope that this desire for simplicity will not perpetuate the simplicity which does not exist in some of the forms, and that the genitive in the third declension in Latin will not be lopped into shape, and that to the fourth conjugation will not be given a symmetry which does not exist in the perfect forms except in the pages of Kennedy's Public School Primer?

The Rev. H. A. DALTON.—There is one point which I should very much like to ask Mr. Page if he would try to develop a little and give us some explanation of it. Mr. Page recommended—and in principle I am heartily in sympathy with him—that there should be very full attention given to Latin, but that Greek grammar in the initial stages should be much more lightly dealt with, and that composition should be neglected altogether, and that we should go on much more quickly to actual reading. I do not know

whether Mr. Page is legislating for an ideal world in which there are no examinations and no scholarships to be got. But, if not, I should like to ask him this. I do not do it in any spirit of criticism. If the boys in their early stages—let us say, from twelve or thirteen to fifteen—are spending a very much smaller proportion of their time upon the Greek language, is it reasonably probable that they will, if they begin to work more seriously at Greek and drop something else to give them more time, be able to attain that really high standard of Greek in their scholarship which we desiderate? What I mean in principle is this. It would indeed be most admirable and a splendid thing to aim at that the great majority of boys—and of girls, too, for the matter of that—should acquire more knowledge of the Greek language, and more interest in it; but is not Mr. Page's proposal one which would lead to a more general diffusion of classical scholarship, and at the same time to less possibility of attaining perfection for the more advanced scholars?

Miss ROGERS.—Perhaps I may just say a few words as to the education of girls in classics, especially with reference to the remarks of Professor Burrows. Professor Burrows' experience is very much the same as mine as regards university students. I have had considerable experience in teaching girls when they first come up to the university, though very little experience of school teaching. Of course, as Professor Burrows has said, we have at the university to be satisfied with what we can get when the girls come up, and hardly ever dream of expecting a girl to begin Greek before she is sixteen. Even if one is consulted as to preparation, one says, "Get on with your Latin. Go on if possible with your general education, and begin Greek at sixteen." This gives her a very fair start in classics. With reference to the last speaker's remarks, one must allow that the standard of scholarship that can be thus attained by that time by a girl, though perhaps as far as classics go it looks more, is not to be compared with the standard which may be attained by a boy who has been working under an

excellent master, has been devoting nearly the whole of his time to Latin and Greek for a number of years, and has ability besides. We should hardly in any case presume to put our girls on a level with scholars of that class. But I maintain that the standard they do attain is a very reasonable one, and one that is really valuable to them from the point of view of education. It arouses in many cases a real enthusiasm for Greek, such as was shown to me by an Oxford student (not one of my own pupils) the other day, who told me that she would rather get a fourth class in classics than a first class in any other subject. Girls get a real education out of classics, though it has a very large number of gaps—no one knows, I suppose, what gaps there are in the attainments of many of our students—but I think that what they have is worth having. I should be sorry to see this education limited to a three years' course: I should be sorry to undertake to teach Greek to the Honours' Moderation Standard from the beginning in three years; but it has been done occasionally with good results, when the girls have had ability and a good grounding in other subjects, preferably in Latin. As every teacher knows, the most important thing is the ability of the pupil, and, more particularly, her ability in classics, and the next most important thing is the teaching which she receives before she comes up. I believe strongly myself in a special ability for classics, and accordingly I should be sorry to require any boy or girl—certainly any girl—to spend much time on the subject if he or she had no taste for it; but I feel sure that a teacher can do a great deal with comparatively simple preliminary preparation, given the interest, the ability, and a reasonable amount of teaching. It would be a matter of great interest to compare the results of the experiments that we are obliged to make with the girls at Oxford and those obtained in the education of some of the boys. I believe that there are many people who would readily agree with me in thinking that a boy at a public school who has a natural taste for Greek can begin it at sixteen and attain

a thoroughly good standard in the course of some three or four years—a higher one than can be attained by girls. Girls have to do the work greatly upon their wits, and we must leave much to be done after their university course.

The CHAIRMAN (Professor Butcher).—If I may I will make a few observations suggested by this discussion. I find myself in very hearty concurrence with Mr. Page's paper as a whole, and indeed with almost all that has been said this afternoon. My one fear is that, in our desire to interest those in whom it is difficult to wake interest, we may in future be tempted to put out of sight the pupils for whom a classical training ought to be, what it has been hitherto, a fortifying discipline of the mind as well as an interesting study. Right as it is that less attention should be paid to strict grammar in the very early stages, we must look to it carefully that grammar shall not be neglected in the later stages; and if I did not believe that the same thoroughness could be attained by working on a new method, I confess I should feel great hesitation about altering our method for the sake of those for whom classics are now a failure. I recall what Mark Pattison said about himself on coming up to Oxford: "The worst of all was that I had not been shown how to read, and that the general mystery of exact language was hidden from me." That mystery it has hitherto been the function of the classics in a large measure to reveal. In the ardour of reform there are certain parts of our classical training which people are almost too ready to throw over. One thing, though it has not been mentioned here to-day, is the learning by heart of Latin and Greek poetry. This has been attacked as a mechanical and sterile exercise, but I can only regret that it has gone out as much as it has. Some of the main defects of classical education in Scotland may be traced, in my opinion, to the disuse of this practice. So far from being a slavish exercise, it often helps to create the first feeling for literature. The haunting music of Virgil—how it lives in the memory and comes back upon you in after

life, when facts and dates and piles of information have been forgotten! Only let us take care that there shall be intelligent oral recitation, and not a gabbling as of nonsense.

Then as to the writing of Latin verses. It has been proposed to abandon these for beginners. I doubt if this is wise. In its quite elementary form, verse-writing is merely a re-arranging of words—it is a sort of puzzle; but you are making use of the rhythmical instinct that is born in the young and that exists even in animals. And soon there comes the pleasure derived from the feeling that something is done in the one right way, that it is final and complete. This sense of completeness you hardly get otherwise in elementary linguistic education. Then when the pupil goes a little further, when he has to think out and adapt easy English poetry, the result is, or may be, one of genuine artistic production. For the first time he feels he is not receiving from others; he is making something of his own. Men of science insist on inducing a child to exercise his ingenuity and originality, to create for himself and not remain merely a passive receiver. But the despised exercise of verse composition calls into play precisely these faculties; it is production, and artistic production, quite as truly as modelling in clay. It is a form of self-expression, and through it the pupil sometimes learns indirectly, very likely without knowing it, what literature really means. He is not told that his verses are literature; but if they are good, they are, after all, bits of artistic work, of however humble a kind. I would remind you that Dr. Arnold, who for many years looked on Latin verses as one of the “most contemptible prettinesses of the understanding,” was led by experience to regard them as of high literary value.

Next, a word about translation. Everybody admits the value of this discipline. But I am not sure that we have sufficiently recognised the fact that good translation, especially of unseen passages, is not merely a grammatical or disciplinary exercise, but a real literary training. Might we



not much oftener, in the case of advanced pupils, select passages in which there is no complexity or difficulty? Some of the most beautiful things in all literature are the most simple; and such passages I should like—not perhaps always, but frequently—to set, giving the pupil ample time to think, not asking him to race through them at examination speed, where fluent mediocrity tells too much. The result should be judged from the point of view of intrinsic literary merit, and not mainly by the absence of mistakes. There will always remain sufficient difference between the modes of expression in Greek and Latin and our English mode of expression to make such translation an exercise of thought and taste, and not merely the test of a facile knack. Many teachers, I am aware, throughout the country, adopt such methods; I merely suggest that they should be carried further. And in general I think that, although we need to enlarge a boy's whole notion of literature by giving him a broader outlook and securing for him earlier access to literature proper, yet we must at the same time retain those indirect methods of teaching literature which have marked our best classical training. There is much truth in what Professor Saintsbury recently said in a paper before the Classical Association of Scotland. He “looked to the inculcation of a literary habit, to the suffusion of a literary colour in the teaching of all languages, ancient and modern, foreign and vernacular, rather than to the fencing off of certain hours and certain courses for something ticketed and stamped as ‘literature.’”

The two motions which have been brought before the meeting have now been recast and put into one which, I think, will satisfy the movers of both resolutions. I will read the proposition to the meeting, and then I will ask that it be formally moved and seconded:—

“That the Council be requested to nominate a representative committee to consider in what respect the present school curriculum in Latin and Greek can be lightened and the means of instruction improved, the

committee to report to the Association at the earliest possible opportunity."

Will you move that, Mr. Page?

Mr. T. E. PAGE.—I will move that with pleasure.

The CHAIRMAN.—Perhaps Mr. Compton will second it?

Mr. W. C. COMPTON.—Yes.

The motion was put to the meeting and carried unanimously.

Dr. D. B. MONRO.—I have an agreeable duty to perform. It is to propose a vote of thanks to the authorities of University College for their kind hospitality on this occasion by giving us the use of such an excellent room for the meeting, and for their kindness generally.

The CHAIRMAN.—I am sure that will be carried with acclamation. (Applause.)

That, ladies and gentlemen, concludes the business.

## STATEMENT OF ACCOUNTS TO DECEMBER 31st, 1904.

<i>Receipts.</i>	<i>£ s. d.</i>		<i>Expenditure.</i>		<i>£ s. d.</i>	
	<i>£</i>	<i>s. d.</i>	<i>£</i>	<i>s. d.</i>	<i>£</i>	<i>s. d.</i>
Entrance fees (908) ...	...	227 5 0	Preliminary expenses, viz. :—	...	5 9 0	...
Subscriptions for 1905 (86) ...	...	21 10 0	Printing and stationery ...	...	4 0 6	...
"    " 1906 (80) ...	...	20 0 0	Postage, etc. ...	...	0 10 6	...
"    " 1907 (80) ...	...	20 0 0	Hire of room ...	...	...	...
"    " 1908 (4) ...	...	1 0 0	Printing and stationery ...	...	...	10 0 0
Life compositions (32) ...	...	120 0 0	Postage, etc. ...	...	...	46 7 3½
Donations ...	...	3 8 0	Clerical assistance ...	...	...	20 8 0
			Expenses of Oxford meeting ...	...	...	20 0 4½
			Expenses of Council meetings ...	...	...	65 13 8
			Travelling expenses of members of Council ...	...	...	5 1 0
			Subscription (for 1908) paid in error, returned ...	...	...	15 1 1
					...	0 5 0
			Total expenditure ...	...	...	182 16 5
			Balance on December 31st, 1904 :—	£ s. d.	£ s. d.	
			In Bank ...	222 5 2	...	...
			Less cheques drawn but not presented ...	5 18 11	216 6 3	...
			With Treasurer—			
			Cheques not paid in ...	13 5 0	...	...
			Petty cash ...	0 15 4	14 0 4	...
			Total balance ...	...	...	230 6 7
					£413 3 0	

Examined and found correct.

(Signed) W. LORING.

(Signed) F. G. KENYON,

Hon. Treasurer.

[It will be observed that the receipts for 1904 amounted to £230 5s. 8d., and the expenditure to £172 11s. 5d., showing an apparent balance on the year's working of £57 14s. 3d. Against this have to be set the account for printing the *Proceedings* for 1904, amounting to £43 4s., which had not been presented at the date of making up this account, and other bills, due but not presented, amounting to £4 7s. 6d., leaving an actual balance for the year of £10 2s. 9d.]

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## **APPENDIX**



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## COUNCIL

The foregoing *ex officio*, together with the following :—

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T. H. WARREN, Esq., M.A., President of Magdalen College,  
Oxford.

## RULES

AS ADOPTED AT THE FIRST GENERAL MEETING OF THE  
ASSOCIATION, MAY 28TH, 1904

1. The name of the Association shall be "THE CLASSICAL ASSOCIATION OF ENGLAND AND WALES."

2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular :—

- (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
- (b) To improve the practice of classical teaching by free discussion of its scope and methods;
- (c) To encourage investigation and call attention to new discoveries;
- (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.

3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.

5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.

6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.

8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.

9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.

10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.

11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905, and one-third in 1906.

12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.

13. The list of *agenda* at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.

14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.

15. Ordinary members shall be elected by the Council.

16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.

17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.

18. The Council shall have power to remove by vote any member's name from the list of the Association.

19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

## NAMES AND ADDRESSES OF MEMBERS

June 30th, 1905

\* \* *This list is compiled from information furnished by Members of the Association. The Members to whose names an asterisk is prefixed are Life Members. Corrections should be sent to the Hon. Secretaries, care of Miss CHRISTIAN BURKE, 277, Monument Road, Birmingham.*

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(This is an index intended for reference only. For full titles the alphabetical list should be consulted.)

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- Darlington* . . Forster, J.  
 Fuller, Miss B. B.  
 Massingham, A.  
 Smith, A. J.  
*Durham* . . . Bramwell, W. H.  
 Hillard, Rev. A. E.  
 How, Rev. J. H.  
 Jevons, Principal F. B.  
 Kynaston, Rev. Prof.  
 Lefroy, Miss Florence.  
 McKensie, Rev. H. W.  
 Walker, Rev. D.

**ESSEX—**

- Braintree* . . Courtauld, G., Junr.  
*Brentwood* . . Bean, Rev. E.  
 Quennell, Canon W.  
*Buckhurst Hill* . . Jebb, Miss C. M. L.  
*Chelmsford* . . Papillon, Rev. T. L.  
*Chigwell School* . . Swallow, Rev. R. D.  
*Felsted* . . . Clark, Rev. R. B.  
 Dalton, Rev. H. A.  
 Strangeways, L. R.  
 Windsor, F. D.  
*Walthamstow* . . Guy, Rev. R. C.

**GLOUCESTERSHIRE—**

- Bristol* . . . Brooks, Prof. F.  
 Elliot, C. H. B.  
 Glazebrook, Rev. M. G.  
 Leighton, R. L.  
 Mayor, H. B.  
 Muschamp, J. G. S.  
 Shawyer, J. A.  
 Whyte, Miss J.  
*Cheltenham* . . . Boyd, Miss H.  
 Burnside, Rev. W. F.  
 Cade, F. J.  
 Ellam, E.  
 Gantillon, Rev. P. F. J.  
 Latter, H.  
 Mason, W. A. P.  
 Newman, W. L.  
 Owen, A. S.  
 Purdie, Miss E.  
 Saunders, Miss M. B.  
 Stephenson, Rev. F.  
 Style, J.  
 Towers, R. M.  
 Wishart, Miss J. R.  
*Cirencester* . . . Medd, J. O.  
*Stroud* . . . Stanton, C. H.  
*Tewkesbury* . . . Drysdale, Miss M.

**HAMPSHIRE—**

- Andover* . . . Hammana, H. C.  
*Basingstoke* . . . Hayes-Belcher, Rev. T.  
*Bournemouth* . . . Byrne, Miss A. D.  
 Crawford, G. E.  
*Brookhurst* . . . Gurney, Miss Sybella.  
*Hagling Island* . . . Bryana, C.  
*Petersfield* . . . Badley, J. H.  
*Portsmouth* . . . Nicol, J. C.  
*Southampton* . . . Ellaby, C. S.  
*Southsea* . . . Hewetson, J.  
 White, Miss E. L.  
*Winchester* . . . Bramston, Rev. J. T.  
 Blore, J. L.  
 Burge, Rev. H. M.  
 Cruickshank, Rev. A. H.  
 Dowson, F. N.  
 Evans, W. H.  
 Helbert, L.  
 Kirby, W. R.  
 Rendall, M. J.  
 Smith, N. C.  
 Trench, W. L.

**HEREFORDSHIRE—**

- Hereford* . . . Chapman, P. M.  
 Ragg, Rev. W. H. M.  
 Sharpley, H.

**HERTFORDSHIRE—**

- Barnet* . . . Lee, Rev. J. B.  
*Berkhamsted* . . . Footner, Harry.  
 Fry, Rev. T. O.  
 Greene, C. H.  
*Bishops - Stortford* . . . Case, Miss Esther.  
 Young, F. S.  
*Haileybury Coll.* . . Carlisle, A. D.  
 Coleridge, E. P.  
 Fenning, Rev. W. D.  
 Humphreys, Rev. H. B.  
 Kennedy, W.  
 Lyttelton, Canon E.  
 Milford, Rev. L. S.  
 Mitchell, M. W.  
 Turner, J. A.  
 Vaughan, M.  
 Waters, G. T.  
 Wright, Rev. H. C.

**Hemel Hempstead**

- Hitchin* . . . Evans, Lady.  
 King, J.  
*St. Albans* . . . Johnson, C.  
 Trollope, A. H.  
*Stevenage* . . . Bertram, J.  
*Tring* . . . Beasley, T. E.  
*Ware* . . . Burton, Rev. Edwin.  
 Ward, Canon B.

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## KENT—

- Ashford* . . . Austin, Alfred.  
Stevenson, W. E.  
*Beckenham* . . . Berridge, Miss E. H.  
Tanner, Miss L. K.  
*Beving Heath* . . . Mason, Miss D.  
*Blackheath* . . . Bennett, Mrs. E. J.  
Furness, Miss S. M. M.  
Gadesden, Miss F.  
M. G.  
Woolrych, H. R.  
*Bromley* . . . Crosby, Miss A. D.  
Heppel, Miss Mary L.  
Richards, Miss F. G.  
Wishart, Miss G.  
*Bromsgrove* . . . Hendy, F. J. B.  
*Canterbury* . . . Bowen, H. C.  
Chamberlain, H. M.  
Houghton, Rev. E. J. W.  
Moxon, Rev. R. S.  
*Chislehurst* . . . Myers, Ernest.  
*Dover* . . . Compton, Rev. W. C.  
*Eastry* . . . Northbourne, Lord.  
*Eltham College* . . . Rubie, Rev. A. E.  
*Folkestone* . . . Edgington, C.  
Jell, C. R.  
*Footsray* . . . Pearce, J. W. E.  
*Gravesend* . . . Conder, Miss E. M.  
*Havokhurst* . . . Goschen, Viscount.  
*Lee* . . . Hooper, Miss E. S.  
*Margate* . . . Heslop, W.  
*Rochester* . . . Genner, Miss G. B.  
Ghey, Miss F. L.  
Hobson, Rev. T. F.  
Newcomb, Miss E.  
*Sevenoaks* . . . Church, Rev. A. J.  
Ritchie, F.  
*Shortlands* . . . Worters, Miss E. B.  
*Sittingbourne* . . . Winton, A. J. de.  
*Sutton-Valence* . . . Bennett, G. L.

## LANCASHIRE—

- Accrington* . . . Moxon, Miss E. A. R.  
*Blackburn* . . . Davis, Rev. H.  
Donovan, Rev. J.  
*Blackpool* . . . Sanson, Arnold.  
*Bolton* . . . Henn, Canon.  
Kidd, E. S.  
*Bradford* . . . Edwards, W.  
Smyth, C.  
*Burnley* . . . Gallaher, Rev. F.  
*Kirkham* . . . Leverton, Rev. E. S.  
*Lancaster* . . . Watson, Rev. H. A.  
*Liverpool* . . . Bevan, Miss F. E.  
Craddock-Watson, H.  
Dale, A. W. W.  
Fletcher, Frank.  
Hartley, E.

## LANCASHIRE—continued

- Liverpool* . . . Strong, Prof. H. A.  
Watts, A.  
(continued) Woodward, Prof. W. H.  
*Manchester* . . . Anderson, W. B.  
Ashworth, Miss H. A.  
Behrens, G.  
Burstall, Miss S. A.  
Carter, Rev. T. N.  
Clarke, Miss E. M.  
Conway, Prof. R. S.  
Conway, Mrs.  
Crompton, Miss A.  
Crosier, W. P.  
Dakers, H. J.  
Darbishire, H.  
Dawkins, Prof. Boyd  
Donner, E.  
Eckhard, G.  
England, E. B.  
Ermen, W.  
Fanner, Miss Grace  
Gridley, Miss M. G.  
Hall, Joseph.  
Henry, Brother E.  
Herford, Miss C.  
Hewart, G.  
Higgins, Rev. P.  
Hogg, Prof. H. W.  
Hopkinson, Alfred.  
Hopkinson, J. H.  
Horstall, A.  
Hughes, C.  
Kelly, Canon.  
Kelsey, C. E.  
Knott, O.  
Lamb, Prof. H.  
Limebeer, Miss D.  
Lindsay, A. D.  
Love, Miss J.  
Maclure, Dean.  
Manchester, Bishop of.  
Marett, Miss J. M.  
Meredith, H. O.  
Montague, C. E.  
Moulton, Rev. J. H.  
Norwood, G.  
Paton, J. L.  
Peake, Prof. A. S.  
Roby, Mr. and Mrs.  
Sadler, Prof. M. E.  
Scott, Dr. John.  
Sharp, Rev. D. S.  
Sidebotham, H.  
Simon, Mrs. H.  
Sinclair, Sir William.  
Spencer, C. E. G.  
Strachan, Prof. J.

LANCASHIRE—*continued*

- Manchester* . . . Sutton, E.  
                   (*continued*) Taplen, Miss M.  
                                 Taylor, Rev. A. F.  
                                 Warburton, F.  
                                 Warman, A. S.  
                                 Waterlow, S.  
                                 Wilkins, A. S.  
                                 Williamson, H.  
                                 Wood, Mr. and Mrs. T.  
                                 Worrall, Mrs. Janet.
- Oldham* . . . Richards, Miss S. E. S.  
                                 Williams, C. A.
- Petersfield* . . . Williams, A. Moray.
- Rockdale* . . . Wilson, Archdeacon.
- Rossall School* . . . Furneaux, L. B.  
                                 Nicklin, Rev. T.  
                                 Taylor, G. M.  
                                 Tyler, C. H.  
                                 Way, Rev. J. P.
- Salford* . . . Hicks, Canon E. L.  
                                 Salford, Bishop of.
- Stonyhurst* . . . Plater, Rev. C. D.
- Warrington* . . . Flood, Miss M. L.  
                                 May, T.
- Wigan* . . . Eckersley, J. C.
- Withington* . . . Fairbairns, Miss.

## LEICESTERSHIRE—

- Leicester* . . . Harper, G. P.  
                                 Rudd, G. E.  
                                 Rushbrooke, W. G.  
                                 Sloane, Miss E. J.  
                                 Went, Rev. J.
- Market Harborough* . . . Hammond, F.
- Oadby* . . . Billson, C. J.

## LINCOLNSHIRE—

- Boston* . . . Besant, Rev. F.  
                                 Lipcomb, W. G.  
                                 White, W.
- Horncastle* . . . Walter, Rev. J. Conway.
- Lincoln* . . . Fox, F. W.  
                                 Wickham, Dean.
- Louth* . . . Worrall, A. H.
- Stamford* . . . Priestly, Miss E.

## LONDON—

- Alford, Miss M.  
 Anderson, Y.  
 Armitage, N. C.  
 Armstead, Miss H.  
 Asquith, Rt. Hon. H.  
                   H.  
 Bailey, J. C.  
 Baker-Penoyre, J. H.

LONDON—*continued*

- Bakewell, Miss D. L.  
 Balcarres, Lord.  
 Barker, Miss E. Ross.  
 Barnard, Miss E.  
 Barnett, P. A.  
 Baxter, Miss B. F. N.  
 Beeching, Canon H.  
 Bell, E.  
 Bennett, Miss M. A.  
 Benson, R. H.  
 Bewsher, J.  
 Bickford-Smith, R. A.  
 Bonser, Right Hon.  
                   Sir J. W.  
 Botting, C. G.  
 Bremner, Miss M. J.  
 Bridge, Admiral Sir C.  
 Brodribb, C. W.  
 Brooks, E. J.  
 Burne-Jones, Sir P.  
 Butcher, S. H.  
 Calthrop, Miss C. M.  
 Campagnac, E. T.  
 Carpenter, R. S.  
 Case, Miss A. J.  
 Case, Miss J. E.  
 Chambers, E. K.  
 Chapman, John.  
 Chettle, H.  
 Chilton, Rev. A.  
 Cohen, H.  
 Cohen, Miss H. F.  
 Collins, Miss F. Henn.  
 Collins, Rt. Hon. Sir  
                   R. H.  
 Colvin, S.  
 Cookson, Sir C. A.  
 Craik, Sir H.  
 Crawley, J. A.  
 Dawkins, Sir C. E.  
 Dickson, Miss I. A.  
 Dill, R. T. Colquhoun.  
 Duckworth, Canon R.  
 Ernst-Browning, W.  
 Farwell, Mr. Justice.  
 Felkin, F. W.  
 Gardner, Prof. E. A.  
 Gavin, Miss E.  
 Geikie, Sir Archibald.  
 Gibson, G.  
 Giveen, R. L.  
 Goodrich, W. J.  
 Gow, Rev. J.  
 Gray, F. R.  
 Grigg, E. W. M.  
 Gurney, Miss A.  
 Guthkelch, A.

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## LONDON—*continued*

Hales, Prof. J. W.  
Halsbury, Earl of.  
Hardcastle, H.  
Hawkins, C. V.  
Haynes, E. S. P.  
Headlam, Rev. Principal A. C.  
Headlam, J. W.  
Heppel, Miss E. A.  
Hetherington, J. N.  
Hicks, Miss A. M.  
Hildeheimer, A.  
Hill, G. F.  
Hodd, Miss M.  
Hodgson, S. H.  
Holmes, T. Rice.  
Holding, Miss G. E.  
Horton-Smith, L.  
Hose, H. F.  
Hügel, Baron F. von.  
Hutton, Miss C. A.  
Hutton, Miss E. P. S.  
Johnson, G. W.  
Kennedy, Hon. Sir W. R.  
Kensington, Miss F.  
Ker, W. O. A.  
Langridge, A.  
Lattimer, R. B.  
Lea, S. E.  
Leader, Miss E.  
Leaf, Walter.  
Leathes, S.  
Lee, Sidney.  
Liberty, Miss M.  
Limewell, Miss B.M.B.  
Loring, W.  
Lucas, J. W.  
Lyll, Rt. Hon. Sir A.  
Mackail, J. W.  
Macmillan, G. A.  
Magnus, L.  
Marsh, E. A. J.  
Marshall, Rev. D. H.  
Marshall, F. H.  
Marshall, Mrs. J.  
Matthews, L. H. S.  
Mayor, R. J. G.  
McClure, J. D.  
McDougal, Miss E.  
McNeile, Miss E. R.  
Meklejohn, R. S.  
Merrick, Rev. G. P.  
Milman, Rev. W. H.  
Minturn, Miss E. T.  
Morrison, L.  
Morley, A. M.

## LONDON—*continued*

Morahead, E. D. A.  
Morton, Miss M.  
Muir-Mackenzie, Sir K.  
Murray, John.  
Musson, Miss C. J.  
Nairn, Rev. J. A.  
Newbolt, H. J.  
Newman, Miss M. L.  
Nicholson, Miss M.  
Nutt, A.  
Ogilvy, Miss A.  
Ormiston, Miss F. M.  
Paget, R.  
Pantin, W. E. P.  
Parker, Miss C. E.  
Phillimore, Sir W. E.  
Pollard, A. T.  
Pollock, Sir F.  
Pooley, H. F.  
Powell, Miss M. H.  
Poynter, A. M.  
Poynter, Sir J. E.  
Rapsom, Prof. E. J.  
Redmayne, J. F. S.  
Rendall, V.  
Rhoades, J.  
Rhoades, G. S.  
Richards, F. T.  
Richardson, Miss A.W.  
Richmond, B. L.  
Richmond, O. L.  
Richmond, Sir W. B.  
Ridding, Miss C. M.  
Robertson, Miss Hilda.  
Robinson, Dean.  
Rogers, Miss M. D.  
Rooke, Miss M.  
Rundall, G. W.  
Sanders, Miss A. F. E.  
Sargeant, J.  
Seaton, R. C.  
Shawyer, J. A.  
Silcox, Miss L.  
Simmons, Miss N. J.  
Simpson, P.  
Skeet, Miss C. A. J.  
Slater, Miss W. M.  
Smedley, J. F.  
Spenser, H. J.  
Spilsbury, A. J.  
Stanford, Sir C. V.  
Stawell, Miss F. M.  
Stobart, J. C.  
Stoker, Miss H.  
Stuart, Miss J. J.  
Stuttaford, C.  
Sykes, A. A.



LONDON—*continued*

Sykes, F. C. G.  
 Tanner, R.  
 Taylor, Miss M.  
 Terry, F. J.  
 Thompson, Sir E.  
   Maunde.  
 Thompson, F. E.  
 Thompson, F. W.  
 Traves, F. E. A.  
 Trenerry, Miss E. L.  
 Vaisey, H. B.  
 Varley, R. S.  
 Vincent, William.  
 Walters, Prof. W. O. F.  
 Walters, H. B.  
 Warner, G. F.  
 Watson, A. B.  
 Wells, G. H.  
 Whittle, J. L.  
 Williams, Basil.  
 Williamson, Rev. W.  
 Willis, J. A.  
 Witton, W. F.  
 Wood, Miss M. H.  
 Wroth, W.

## MIDDLESEX—

*Ealing* . . . Lee, Rev. Richard.  
*Edmonton* . . Shearer, W. A.  
*Harrow School*. Du Pontet, C. A. A.  
   Hallam, G. H.  
   Hort, Sir A. F.  
   Wood, Rev. Dr. J.  
*Harrow* . . . Hopkins, G. B. Innes.  
   Kenyon, F. G.  
*Tottenham* . . Beggs, Miss J. W.

## NORFOLK—

*Diss* . . . Green, Rev. W. C.  
*Holt* . . . Clarke, Miss E. W.  
*Norwich* . . . Lunn, Miss A. C. P.

## NORTHAMPTONSHIRE—

*Oundle* . . . Brereton, R. P.  
   Nightingale, A. D.  
   Sanderson, F. W.

## NORTHUMBERLAND—

*Beal* . . . Hodgkin, T.  
*Newcastle-on-*  
*Tyne* . . . Mann, Rev. H. K.

## NOTTINGHAMSHIRE—

*Blackburn* . . Davis, Rev. H.  
   Goffe, Miss E. H.  
*Bradford* . . . Falding, Miss C. S.  
   Keeling, Rev. W. H.  
   Lewis, L. W. P.

NOTTINGHAMSHIRE—*continued*

*Nottingham* . . Baker, E. P.  
   Buxton, Miss W. E.  
   Clark, Miss C. C.  
   Granger, Prof. F. S.  
   Leman, H. M.  
   Moxon, Rev. T. A.  
   Russell, J.

## OXFORDSHIRE—

*Banbury* . . . Budd, Rev. E. J. S.  
   Loveday, Miss A.  
*Caversham* . . Hodge, Miss D. M. V.

*Oxford:*

*Balliol College*. Bailey, Cyril.  
   Dyer, L.  
   Evans, H. A.  
   Palmer, Rev. E. J.  
   Pickard-Cambridge,  
   A. W.  
   Strachan-Davidson, J.  
*Brasenose Coll.* Bussell, Rev. F. W.  
*Christ Church* . Anderson, J. C. G.  
   Bell, G. K. A.  
   Blagden, Rev. C. M.  
   Haverfield, F. J.  
   Myres, J. L.  
   Owen, S. G.  
   Radcliffe, J. E. Y.  
   Stewart, Prof. J. A.  
   Strong, The Very Rev.  
   T. B.  
   Warner, Rev. W.

*Corpus Christi*

*College* . . . Haigh, A. E.  
   Shields, C.  
   Sidgwick, A.

*Exeter College*

Blunt, A. W. F.  
 Farnell, L. R.  
 Henderson, B. W.  
 Mavrogordato, J. N.  
 Wright, Prof. J.

*Hertford Coll.*

Jerram, C. S.  
 Williams, Rev. H. H.

*Jesus College*

Genner, E. E.  
 Hughes, W. H.

*Keele College*

Ferard, B. H.  
 Lock, Rev. W.  
 Spurling, Rev. F. W.

*Lady Margaret*

*Hall* . . . Argles, Miss E. M.  
   Clay, Miss A. M.  
   Wordsworth, Miss E.

*Lincoln College.*

Fowler, W. Warde.  
 Gardner, Prof. P.  
 Hunt, A. S.  
 Merry, Rev. W. W.

# TOPOGRAPHICAL LIST OF MEMBERS

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## OXFORDSHIRE—continued

### *Oxford—continued*

- Magdalen Coll.* . Benecke, P. V. M.  
 Cookson, C.  
 Cowley, A.  
 Fletcher, C. R. L.  
 Fotheringham, J. K.  
 Godley, A. D.  
 Greene, H. W.  
 Günther, R. W. T.  
 Warren, T. H.  
 Webb, C. C. J.  
*Mansfield Coll.* . Fairbairn, Rev. A. M.  
*Merton College.* . Garrod, H. W.  
 How, W. W.  
 Miles, J. C.  
 Scott, G. R.  
*New College.* . Brown, A. C. B.  
 Butler, H. E.  
 Joseph, H. W. B.  
 Matheson, P. E.  
 Murray, G. G. A.  
 Prickard, A. O.  
 Spooner, Rev. W. A.  
 Turner, Prof. H. H.  
 Wilson, Prof. J. Cook.  
 Zimmermann, A. E.  
*Oriel College.* . Munro, D. B.  
 Phelps, Rev. L. R.  
 Richards, Rev. G. O.  
 Shadwell, C. L.  
*Pembroke Coll.* . Barton, A. T.  
 Mitchinson, Rt. Rev.  
 J.  
*Queen's College.* . Allen, T. W.  
 Clark, A. C.  
 David, Rev. A. A.  
 Grenfell, B. P.  
 Grose, Rev. T. H.  
 Magrath, Rev. J. R.  
 Walker, Rev. E. M.  
*St. John's Coll.* . Ball, S.  
 Corky, F. E.  
 Greenidge, A. H. J.  
 Hall, F. W.  
 Powell, J. V.  
 Snow, T. C.  
*Somerville Coll.* . Lorimer, Miss H. L.  
*Trinity College.* . Ellis, Prof. R.  
 Pelham, Prof. H. F.  
 Prichard, H. A.  
*University Coll.* . Chavasse, A. S.  
 Macan, R. W.  
*Wadham Coll.* . Henderson, Rev. P. A.  
 Wright.  
 Richards, H.  
 Webster, E. W.  
 Wells, J.

## OXFORDSHIRE—continued.

- Worcester Coll.* . Elliot, R. T.  
 Gerrans, H. T.  
 Hadow, W. H.  
 Lys, Rev. F. J.  
*Oxford* . . . Binney, E. H.  
 Cooper, Miss A. J.  
 Cowell, W. H. A.  
 Goodwin, Miss N. M.  
 Grenfell, Miss A.  
 Harvey, Rev. H. A.  
 Lewis, Miss E.  
 Moor, Miss M. F.  
 Pope, Mrs.  
 Pope, G. H.  
 Prichard, Mrs.  
 Rhys, Miss M.  
 Rogers, Miss A. M. A.  
 Schomberg, Miss T.  
 Sing, J. M.  
 Worley, Miss M. L.  
*Watlington* . . Salter, Rev. H. E.

## RUTLANDSHIRE—

- Rutland* . . . Rossiter, Miss G. M.  
*Uppingham* . . Selwyn, Rev. E. C.

## SHEREPSHIRE—

- Shrewsbury* . . Moss, Rev. H. W.  
 Pickering, T. E.

## SOMERSETSHIRE—

- Bath* . . . Davies, Miss C. H.  
 Kaland, Mrs. J. M.  
 Martin, A. T.  
 Richards, F.  
*Bruton* . . . Norton, D. E.  
*Milverton* . . Mills, Miss B. T.  
*Wells* . . . Jex-Blake, The Very  
 Rev. T. W.  
*Weston-super-*  
*Mare* . . . Syson, Miss M. F.

## STAFFORDSHIRE—

- Denstone Coll.* . Clark, Rev. R. M.  
 Hammond, N. W.  
*Newcastle* . . Marshall, Miss A. M. O.  
 Powell, Miss M.  
*Stoke-on-Trent* . Baske, Miss E. M.  
 Riley, Miss M. E.  
*Wolverhampton* . Haydon, J. H.

## SUFFOLK—

- Becoles* . . . Davies, E. J. Llewellyn.  
*Felixstowe* . . Linsell, Miss E. M.  
*Ipswich* . . . Elliston, W. B.  
*Lowestoft* . . Phillips, Rev. W. Rich-  
 mond.  
*Southwold* . . Sant, Miss C. M.

**SURREY—**

<i>Chertham</i> . . .	Watkins, Rev. P. M.
<i>Charterhouse School</i> . . .	Bryant, Rev. E. E. Longworth, F. D. Page, T. E. Rendall, Rev. G. H. Romanis, Rev. W. F. J.
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